DOCUMENT RESUME

ED 286 800 SO 018 437

AUTHOR McClain, Janet; And Others
TITLE Elections: An Instructional Unit for Elementary Grades.
INSTITUTION University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.
PUB DATE 84
NOTE 120p.; For related document, see SO 018 456.
AVAILABLE FROM Unit III Products, Price Laboratory School, Univ. of Northern Iowa, Cedar Falls, IA 50613 ($20.00).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Citizen Participation; Citizen Role; *Citizenship Education; Class Activities; Cultural Awareness; *Elections; Elementary Education; Instructional Materials; Intermediate Grades; Learning Activities; Legislators; *Political Campaigns; Political Candidates; Presidential Campaigns (United States); Presidents of the United States; Primary Education; Resource Units; Simulation; *Social Studies; Voting

ABSTRACT

In order to increase students' awareness of their place in the nation's political life, this unit introduces young children to the electoral process. Each lesson includes objectives, materials, procedures, and supplementary materials that can be duplicated for student use. The first five lessons are designed to improve student awareness of elections and to identify information sources. In lessons six through eight, students study congressional and presidential elections and learn about the rich cultural heritage centered around the District of Columbia. Lesson nine is concerned with the branches of government. Students evaluate campaign strategies in lesson 10. The children identify characteristics and responsibilities of good leaders in lesson 11. In order to understand voting and political parties, the students carry out a mock election and identify political parties and their mascots in lessons 12 and 13. Inauguration day and the six major roles of the president are emphasized in lessons 14 and 15. Students study the history of the presidency and identify prominent presidents through creation of a presidential train in lessons 16 and 17. In lesson 18 the students gain an appreciation of their national heritage by learning the symbolism related to the flag. The last four lessons have children participate in a political rally, vote, and evaluate their understanding of the unit. (SM)

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INTRODUCTORY LESSONS

The following five lessons are designed to introduce the unit on elections and should be done consecutively.

Lesson 1: Unit Introduction: Clipboard

Lesson Objectives:

1. Children will become aware that elections are important.
2. Children will become motivated to learn about the electoral process and important candidates.

Materials:

1. Prepare a bulletin board with the caption NEWS IN BRIEF, CLIPBOARD, or WHAT'S IN THE NEWS. Leave space for the display of newspaper clippings.
2. Have a few election-related clippings available.

Lesson Procedure:

1. Direct children's attention to the bulletin board.
2. Discuss the fact that election time is here and that newspaper coverage is being given to the election.
3. Pass around a few newspaper clippings. Have the children observe headlines or article titles.
4. Discuss key terms focusing attention on the major candidates, their political affiliation, and major issues.
5. Close the lesson by having children place the articles on the board. Encourage them to bring clippings to school on subsequent days.

sson 2: Question Quest

sson Objectives:

1. Children will identify key questions they wish to answer concerning elections.
2. Children will identify resources which may be used to answer the questions.

terials:

Several small slips of paper for each child

sson Procedure:

1. Discuss and display any news clippings which children bring in focusing on major candidates and major issues.
2. Use the discussion to have the children identify other facts they may wish to learn about the candidates, the issues, or the election process in general.
3. Distribute slips of paper to each child and have them write down questions they wish to answer.
4. After sufficient time has been allowed, ask for volunteers to share their questions. As children share, ask other children to share questions which might be similar in nature. The end result should be a selection of categorized questions which can be duplicated and distributed to the children.
   The unedited list below is an example of the kinds of questions second- and third-grade students asked during a presidential election year.

   When is a woman going to be president?
   How do you vote?
   Why do you get elected every four years?
   What is a Republican and Democrat?
   Why can't kids vote?
   Why do we have presidents?
   What do presidents do?
   How many presidents have there been?

sson 2 - continued

Why is there only a few people wanting to be president?
Why do you have to live in the White House?
Why do they vote?
Why do other people run against each other?
I would like to know all the presidents; all I know now is Washington, Ford, Nixon, Lincoln, Adams.
Why do we need a president?
How do you run for Congress?
What's it like being a president?
I want to know how they get into this.
I would like to know about the way to work a poll.

5. When questions have been collected, discuss sources which might be used to find answers to the questions.
   The following sources would predictably be part of the children's suggestions:

encyclopedias	interviews with politicians
books	newspapers
films	radio/T.V.

6. Close the lesson by reminding children to be looking for newspaper articles to bring to school.

esson 3: Interviewing a Politician: A Source of Information

esson Objectives:

1. Children will gain insights into the political process and the steps to winning an election.
2. Children will be motivated to learn more about the political process as a result of first-hand experience with a politician.

aterials:

Copies of student questions for each child

esson Procedure:

1. Introduce a visiting politician. (The visit will need to have been arranged in advance, but discuss that an interview with a politician was one of the sources which the children identified the previous period when discussing sources of information.)
2. Provide time for the person interviewed to tell about their background and the office to which they hope to be elected.
3. Allow children to ask questions from their question sheets.
4. Following the interview, allow time for children to discuss questions from their sheet which were answered, and write down the answers.
5. Share any news clippings brought to school.

Lesson 4: Films: A Source of Information

Lesson Objectives:

1. Children will gain information about the political process.
2. Children will be motivated to do further research on the political process.

Materials:

Film or filmstrip related to the electoral process (see Bibliography)

Lesson Procedure:

1. Discuss any new newspaper clippings. Continue to reinforce key pieces of information; i.e., major candidates, political parties, and issues.
2. Use this discussion as a springboard to talk about other sources of information, especially filmstrips and films.
3. Introduce the film by highlighting key topics to think about as the film is viewed.
4. Following the film, discuss questions which the film helped to answer. Provide the children with time to write notes on their question sheets.
5. Introduce a filmstrip center containing a selection of filmstrips on topics related to the elections (see Bibliography).

Lesson 5: Sample Ballots: A Source of Information

Lesson Objectives:

1. Children will become aware that each state uses a different type of ballot for the election.
2. Children will recognize that each state votes for the same presidential candidates but different representatives and senators.
3. Children will participate in writing a letter to be sent to various state Secretaries of State requesting ballot samples.

Materials:

1. Overhead projector
2. Letter sample transparency
3. Address transparency
4. Handwriting paper
5. U.S. wall map
6. Sample ballot

Lesson Procedure:

1. Review any news clippings brought to class. Continue to encourage the collection of clippings in order to focus attention on the campaign issues.
2. Introduce the term "ballot" and discuss its meaning. Show an example. (Samples should be available from local officials or by writing to the state Secretary of State.)
3. Using a wall map of the United States, discuss the fact that all 50 states and the territories vote for the same presidential candidates but the local candidates in each state vary, resulting in greatly varying ballots in each state.
4. Suggest that it would be possible to write letters to the Secretaries of State in each state requesting a sample ballot.
5. Using the address sheet and sample letter transparencies, have children write letters.

_____
(Date)

Dear _____

I am a student at _____
_____ School.

My class is studying about elections. We would like to see your state's ballot. Would you please send us one?

Thank you.

Sincerely,

_____

WHERE TO WRITE FOR BALLOTS

ALABAMA
Don Siegelman, Secretary of State
State Capitol
Montgomery, AL 36130
(205)832-3570

ARIZONA
Rose Mofford, Secretary of State
Dept. of State
State Capitol, W. Wing
Phoenix, AZ 85007
(602)255-4285

ARKANSAS
Paul Riviere, Secretary of State
256 State Capitol Bldg.
Little Rock, AR 72201
(501)371-1010

CALIFORNIA
March Fong Eu, Secretary of State
1230 J. St.
Sacramento, CA 95814
(916)445-6371

COLORADO
Natalie Meyer, Secretary of State
Dept. of State
Social Ser. Bldg., 2nd Fl.
Denver, CO 80203
(303)866-2761

CONNECTICUT
Julia H. Tashjian, Secretary of State
State Capitol, Rm. 106
Hartford, CT 06106
(203)566-4135

DELAWARE
Glenn C. Kenton, Secretary of State
Townsend Bldg.
Dover, DE 19901
(302)736-4111

FLORIDA
George Firestone, Secretary of State
Dept. of State
The Capitol
Tallahassee, FL 32301
(904)488-3680

GEORGIA
Max Cleland, Secretary of State
214 State Capitol
Atlanta, GA 30334
(404)656-2881

IDAHO
Pete T. Cenarrusa, Secretary of State
State Capitol
Boise, ID 83720
(208)334-2300

ILLINOIS
James Edgar, Secretary of State
213 State House
Springfield, IL 62706
(217)782-2201

INDIANA
Edwin J. Simcox, Secretary of State
201 State House
Indianapolis, IN 46204
(317)232-6531

IOWA
Mary Jane Odell, Secretary of State
Capitol Bldg.
Des Moines, IA 50319
(515)281-5866

KANSAS
Jack H. Brier, Secretary of State
State Capitol, 2nd Fl.
Topeka, KS 66612
(913)296-2236

KENTUCKY
Drexell R. Davis, Secretary of State
State Capitol
Frankfort, KY 40601
(502)564-3490

LOUISIANA
James H. Brown, Secretary of State
Dept. of State
P.O. Box 44125
Baton Rouge, LA 70804
(504)342-5710

MAINE
Rodney S. Quinn, Secretary of State
State Dept.
State House, Station #101
Augusta, ME 04333
(207)289-3501

MARYLAND
Lorraine Sheehan, Secretary of State
Jeffrey Bldg., Francis St.
Annapolis, MD 21401
(301)269-3421

MASSACHUSETTS
Michael J. Connolly, Secretary of Commonwealth
State House, Rm. 337
Boston, MA 02133
(617)727-2800

MICHIGAN
Richard H. Austin, Secretary of State
Dept. of State
Treasury Bldg., 1st Fl.
Lansing, MI 48909
(517)373-2510

MINNESOTA
Joan Growe, Secretary of State
180 State Off. Bldg.
St. Paul, MN 55155
(612)296-2079

MISSISSIPPI
Dick Molpus, Secretary of State
401 Mississippi St.
Jackson, MS 39205
(601)359-1350

MISSOURI
James C. Kirkpatrick, Secretary of State
State Capitol, Rm. 209
P.O. Box 778
Jefferson City, MO 65102
(314)751-2331

MONTANA
Jim Waltermire, Secretary of State
State Capitol, Rm. 202
Helena, MT 59620
(406)449-2034

NEBRASKA
Allen J. Beermann, Secretary of State
P.O. Box 94608
State Capitol, # 2300
Lincoln, NE 68509-4608
(402)471-2554

NEVADA
William D. Swackhamer, Secretary of State
State Capitol
Carson City, NV 89710
(702)885-5203

NEW HAMPSHIRE
William Gardner, Secretary of State
State House, Rm. 204
Concord, NH 03301
(603)271-3242

NEW JERSEY
Jane Burgio, Secretary of State
Dept. of State
State House
Trenton, NJ 08625
(609)292-3790

NEW MEXICO
Clara P. Jones, Secretary of State
State Capitol
Santa Fe, NM 87503
(505)827-3600

NEW YORK
Gail S. Schaffer, Secretary of State
Department of State
162 Washington Ave.
Albany, NY 12231
(518)474-4750

NORTH CAROLINA
Thad Eure, Secretary of State
State Capitol
Raleigh, NC 27611
(919)733-3433

NORTH DAKOTA
Ben Meier, Secretary of State
State Capitol, 1st Fl.
Bismarck, ND 58505
(701)224-2905

OHIO
Sherrod Brown, Secretary of State
30 E. Broad St., 14th F.
Columbus, OH 43215
(614)466-2530

OKLAHOMA
Jeannette Edmondson, Secretary of State
State Capitol, Rm. 101
Oklahoma City, OK 73105
(405)521-3911

OREGON
Norma Paulus, Secretary of State
136 State Capitol
Salem, OR 97310
(503)378-4139

PENNSYLVANIA
William R. Davis, Secretary of State
Department of State
302 North Office Bldg.
Harrisburg, PA 17120
(717)787-7630

RHODE ISLAND
Susan L. Farmer, Secretary of State
State House
Providence, RI 02903
(401)277-2357

SOUTH CAROLINA
John Campbell, Secretary of State
P.O. Box 11350
Columbia, SC 29211
(803)758-2744

SOUTH DAKOTA
Alice Kundert, Secretary of State
Capitol Bldg., 2nd Fl.
Pierre, SD 57501
(605)773-3537

TENNESSEE
Gentry Crowell, Secretary of State
State Capitol
Nashville, TN 37219
(615)741-2816

TEXAS
John W. Fainter, Secretary of State
Capitol Station
P.O. Box 12887
Austin, TX 78711
(512)475-2015

VERMONT
James H. Douglas, Secretary of State
Pavilion Office Bldg.
Montpelier, VT 05602
(802)828-2363

VIRGINIA
Laurie Naismith, Secretary of the Commonwealth
Ninth St. Office Bldg.
Richmond, VA 23219
(804)786-2441

WASHINGTON
Ralph Munro, Secretary of State
Legislative Bldg.
Olympia, WA 98504
(206)753-7120

WEST VIRGINIA
A. James Manchin, Secretary of State
1800 E. Washington St.
Bldg. 1
Charleston, WV 25305
(304)348-2112

WISCONSIN
Douglas La Follette, Secretary of State
201 E. Washington Ave.
P.O. Box 7848
Madison, WI 53702
(608)266-5801

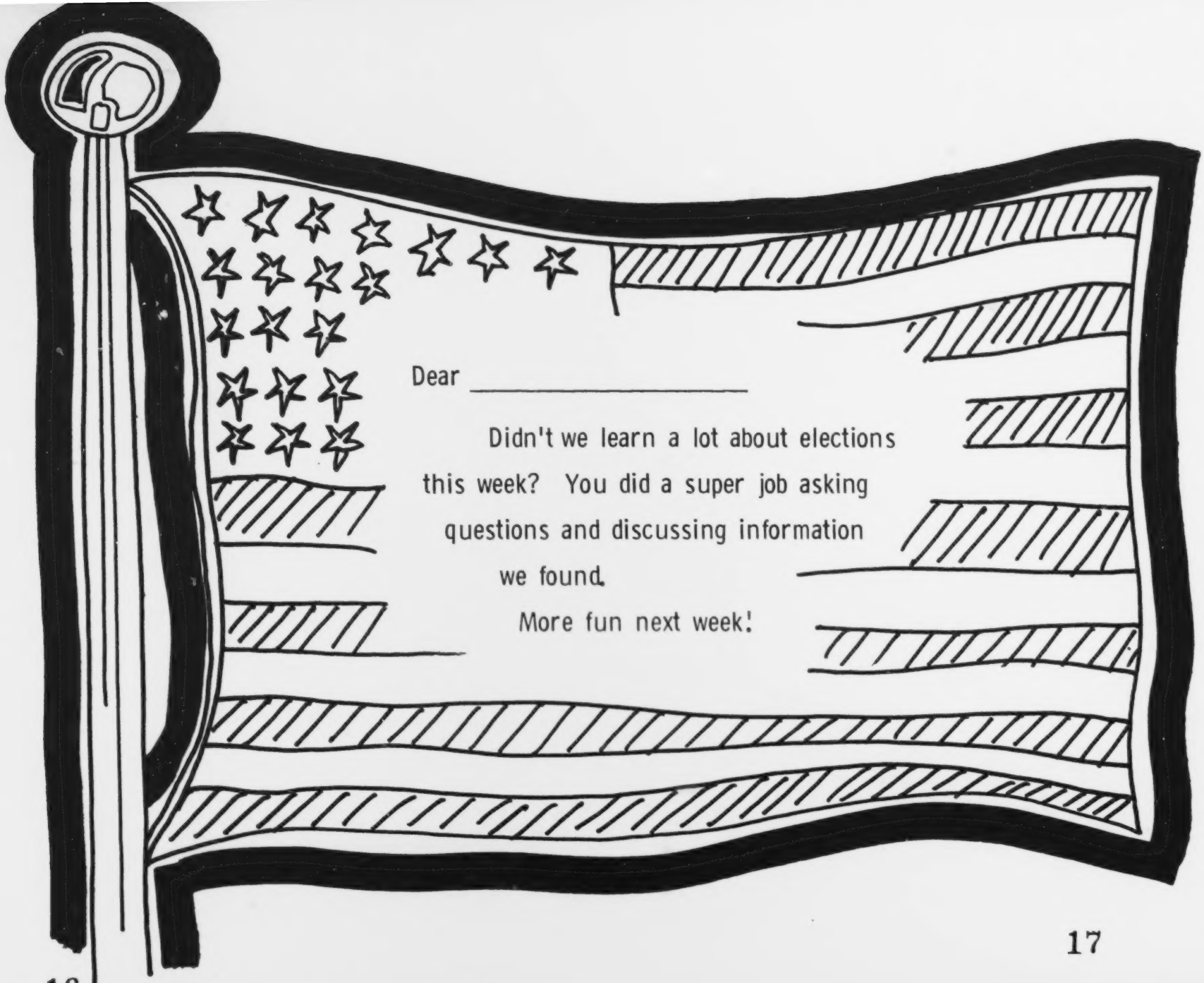
WYOMING
Thyra Thompson, Secretary of State
State Capitol
Cheyenne, WY 82002
(307)777-7378

PUERTO RICO
Carlos S. Quiros, Secretary of State
Department of State
Fortaleza St.
San Juan, PR 00901
(809)725-5969

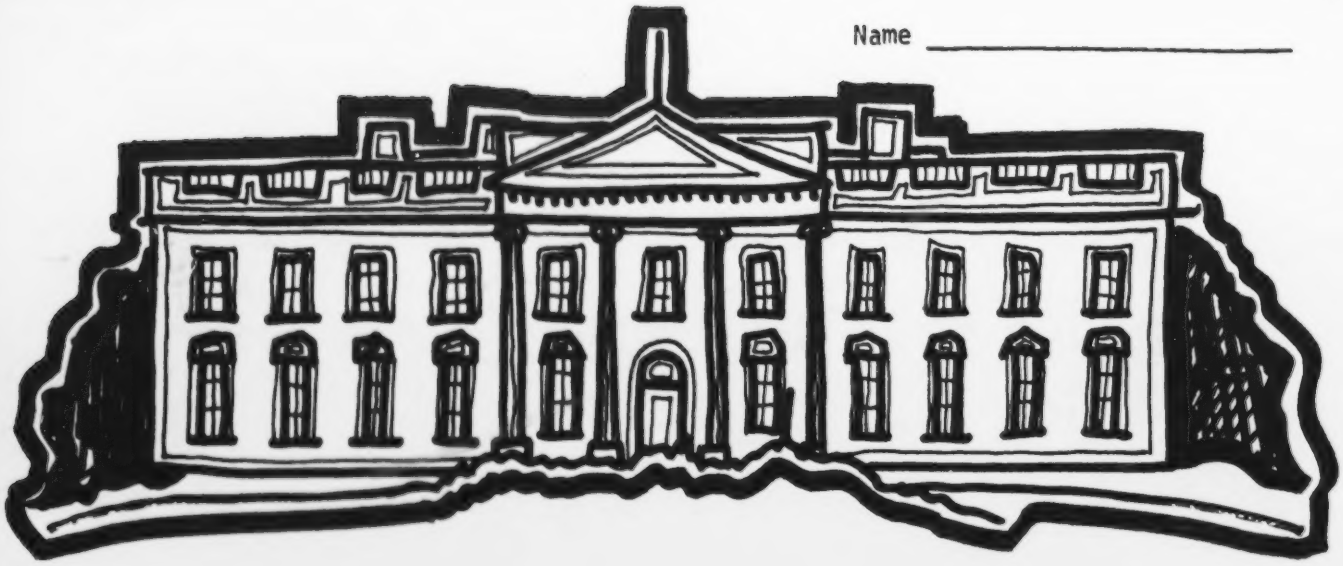
SUPPLEMENTARY MATERIALS

The following sheets may be used as supplementary materials to accompany any of the lessons, as center activities, or in conjunction with culminating activities.

The flag sheet is designed to be used with work going home after the first week of the unit.


Dear _____
Didn't we learn a lot about elections this week? You did a super job asking questions and discussing information we found.
More fun next week!

Name _____



Words that remind us of the White House are hidden in the block below. See if you can find: COLUMNS, MANSION, PORTICO, BANQUET, WING, WHITE, HOUSE, PRESIDENT, OVAL OFFICE, PARTIES, VISITOR, TOUR, EAST ROOM, PASSAGEWAYS, ROSE GARDEN, GATES, GUARD, FOUNTAINS, EXECUTIVE, HALLS, ROOMS, FLAG, FIRST LADY, WASHINGTON.

B P R E S I D E N T A G A F P F

R D E H A L L S I O Q A O O A I

S E S O J B A N Q U E T V U S R

I S T U V W X Y Z R A E A N S S

V L Z S P A R T I E S S L T A T

P S X E W H I T E T T U O A G L

M A N S I O N G U A R D F I E A

V L T X N V I S I T O R F N W D

R O S E G A R D E N O P I S A Y

P O R T I C O R O O M S C K Y M

R E X E C U T I V E M Y E M S O

F L A G X P W A S H I N G T O N

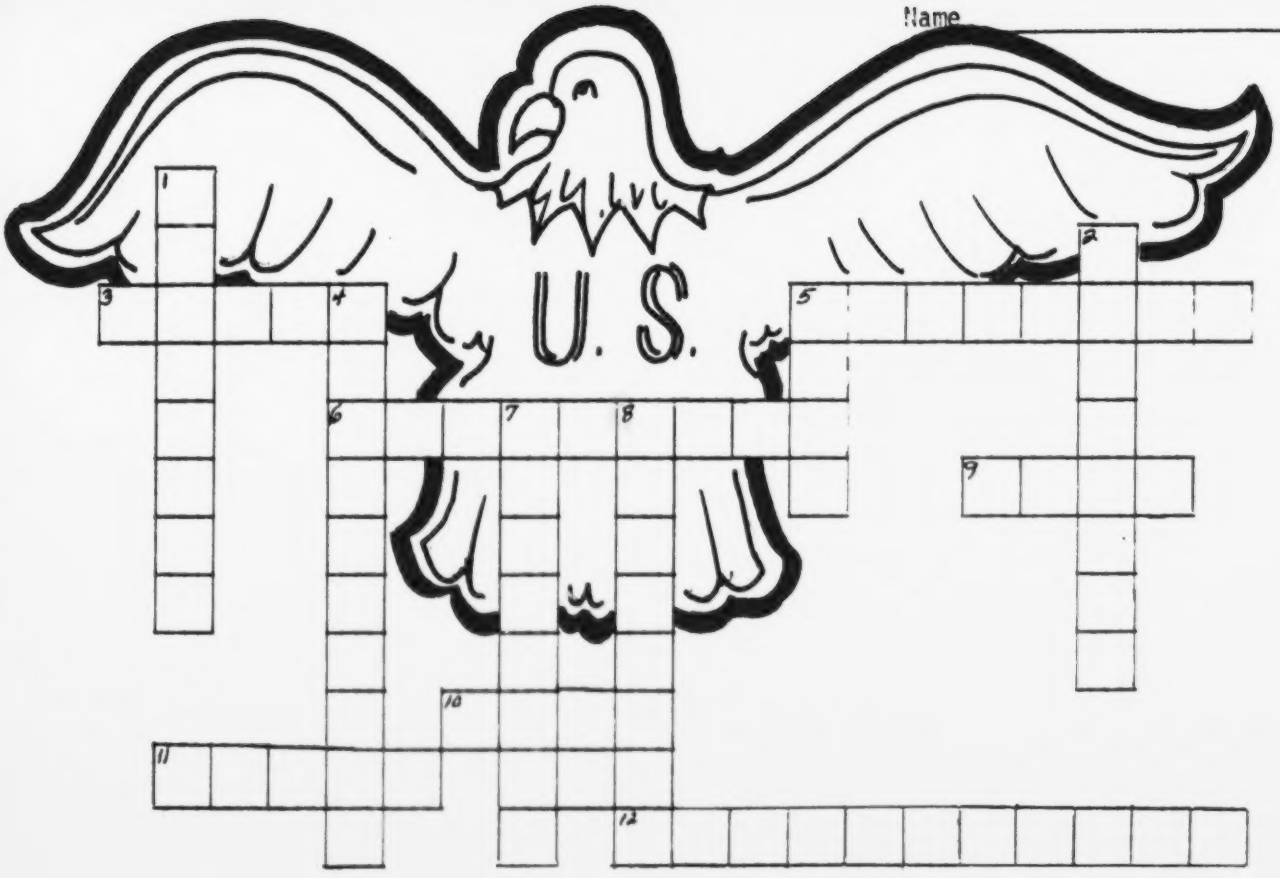
Name _____ 13

Find the words below in the hidden word puzzle.

L K J A N D E R S O N E R U I O E S
A S D P O L L C V E U I O D K D O P
N B V I K D E M O C R A T L J I E R
Q W E R D L C M T X E C R T Y S P O
U I O P E R T X E C A R T E R T I M
A S D H G U I M N V G M A Y O R X Z
Y S E N A T O R C V A H G J I I R S
A B U H J K N E X R N I U H G C B E
X C U E R G H P R E S I D E N T M N
G O V E R N O R L P A E O U I Y P L
T N O T E R M E Y U W E R T P O R I
A G N O G P T S N B I O F F I C E B
A R B T I L A E I L B G H U I E C A
L E A I S C A N D I D A T E U M I T
R S T A T E A T I C A M P A I G N E
R S M O E T R A B A L L O T S A C B
S M W A R D Y T U N B O U S E R T L
P O I U R E A I N D E P E N D E N T
Q W E R V O P V F D S A J K L N V C
Z C B M I P E E U W O A Z I E M O T

DISTRICT
ANDERSON
MAYOR
VOTE
REGISTER
CANDIDATE
PRESIDENT
POLL
TERM
REPUBLICAN
REPRESENTATIVE
INDEPENDENT
STATE
PRECINCT
CARTER
WARD
DEMOCRAT
CAMPAIGN
SENATOR
OFFICE
REAGAN
BALLOT
CONGRESS
ELECTION
GOVERNOR

Name _____



Complete the puzzle using the Word List.

Across

3. Highest elected official in a city.

5. Every candidate must do this to win.

6. Highest elected official in the United States.

9. It is everyone's duty to _____.

10. A president of the United States is elected every _____ years.

11. A candidate must _____ to many groups.

12. A candidate running for the office of president must be at least _____ years of age.

Down:

1. A candidate's ideas or what he wants to accomplish is called a _____.

2. A person must be _____ years of age to vote.

4. and 8. Two political parties in the United States.

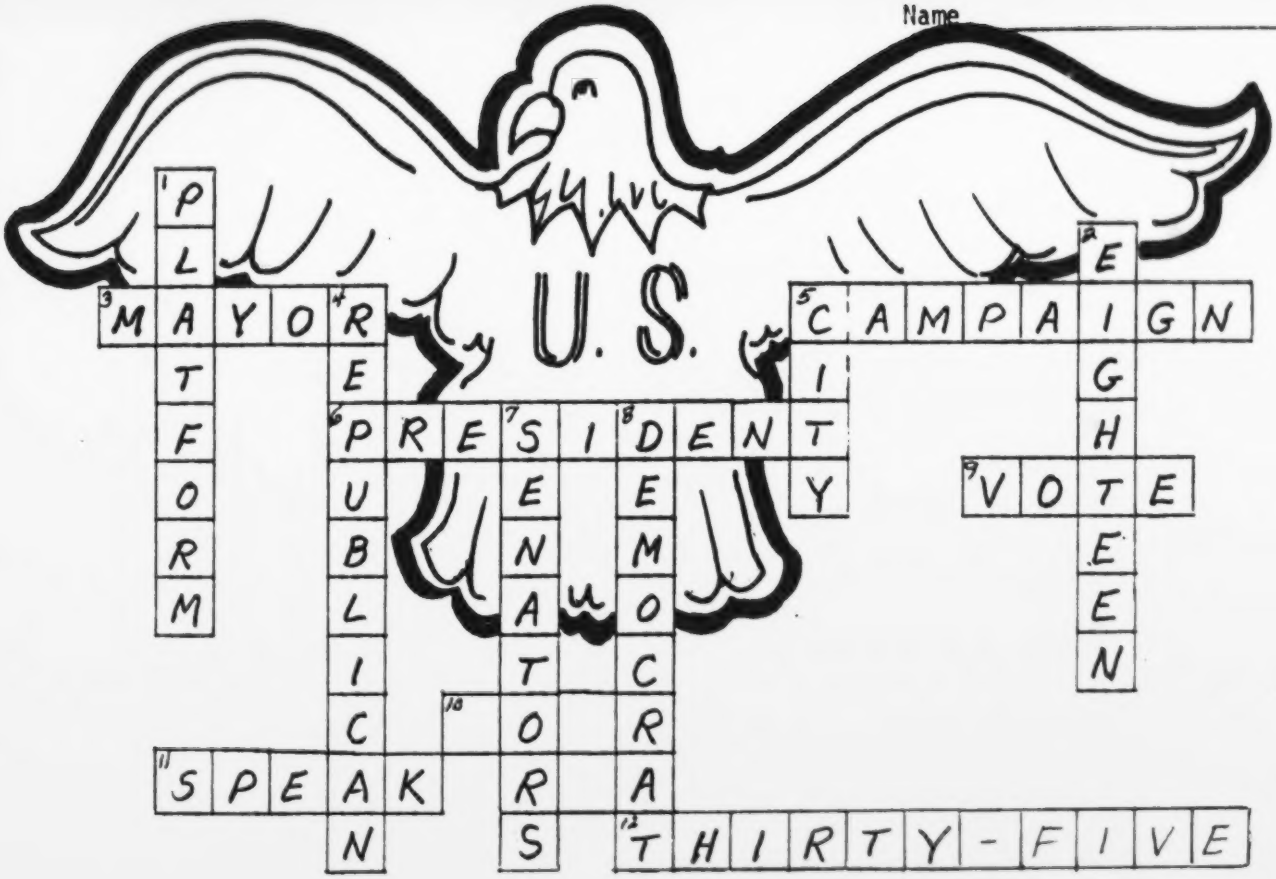
5. A mayor is an elected official in every _____.

7. Two of these are elected from each state.

Word List

campaign	city	Democrat
eighteen	four	mayor
platform	president	Republican
senators	speak	thirty-five
	vote	

Name _____ 15



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2. A person must be _____ years of age to vote.

4. and 8. Two political parties in the United States.

5. A mayor is an elected official in every _____.

7. Two of these are elected from each state.

Word List

campaign	city	Democrat
eighteen	four	mayor
platform	president	Republican
senators	speak	thirty-five
	vote	

DEVELOPMENTAL LESSONS

The following thirteen lessons are designed to be used in any order, and many could be adapted as centers rather than whole class activities.

Lesson 6: Congressional Districts

Lesson Objectives:

1. Children will understand that each state sends two senators to Washington to represent the state.
2. Children will understand that each state sends various numbers of representatives to Washington based on the state's population.
3. Children will become aware of the person who is running for the representative seat from the district in which they live.

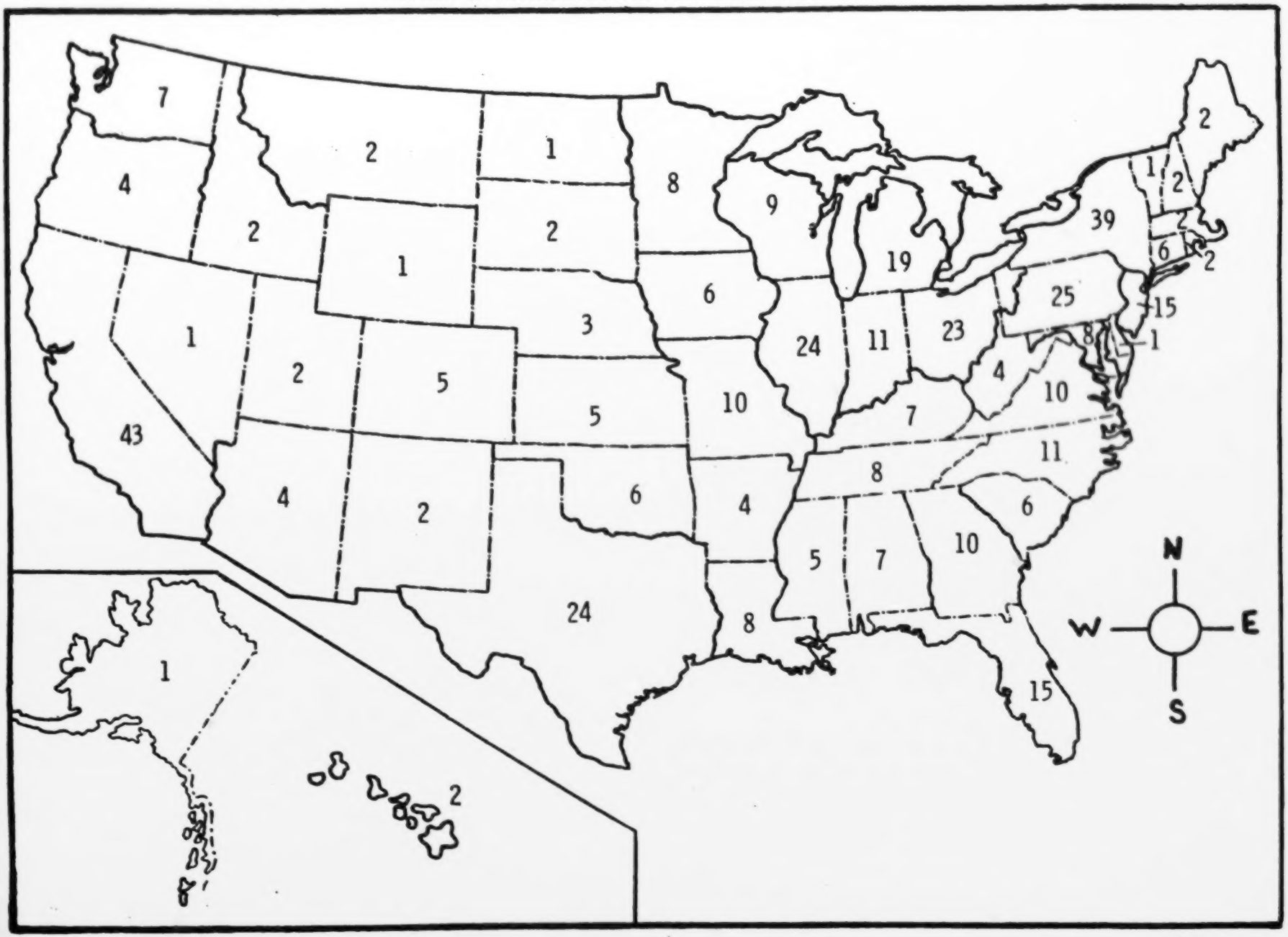
Materials:

1. Transparencies - Number of Representatives From Each State
   - Your State's Congressional Districts available from the Official State Register. (See sample of Iowa, p. 20.)
2. Overhead Projector
3. Your state's county map (see sample of Iowa, p. 21).

Lesson Procedure:

1. Discuss news clippings brought to class. Bring clippings which relate to representative and senatorial races. Use this discussion to bridge into the discussion of congressional districts.
2. Project the transparency, "Number of Representatives From Each State." Discuss the differences between the number (2) of senators from each state and the number of representatives from each state.
3. Project the transparency of your state's congressional districts. Locate the district where the children live. Have children observe the number and location of your state's districts.
4. Distribute copies of your state's county map and have children color and number the congressional districts.

NUMBER OF REPRESENTATIVES FROM EACH STATE



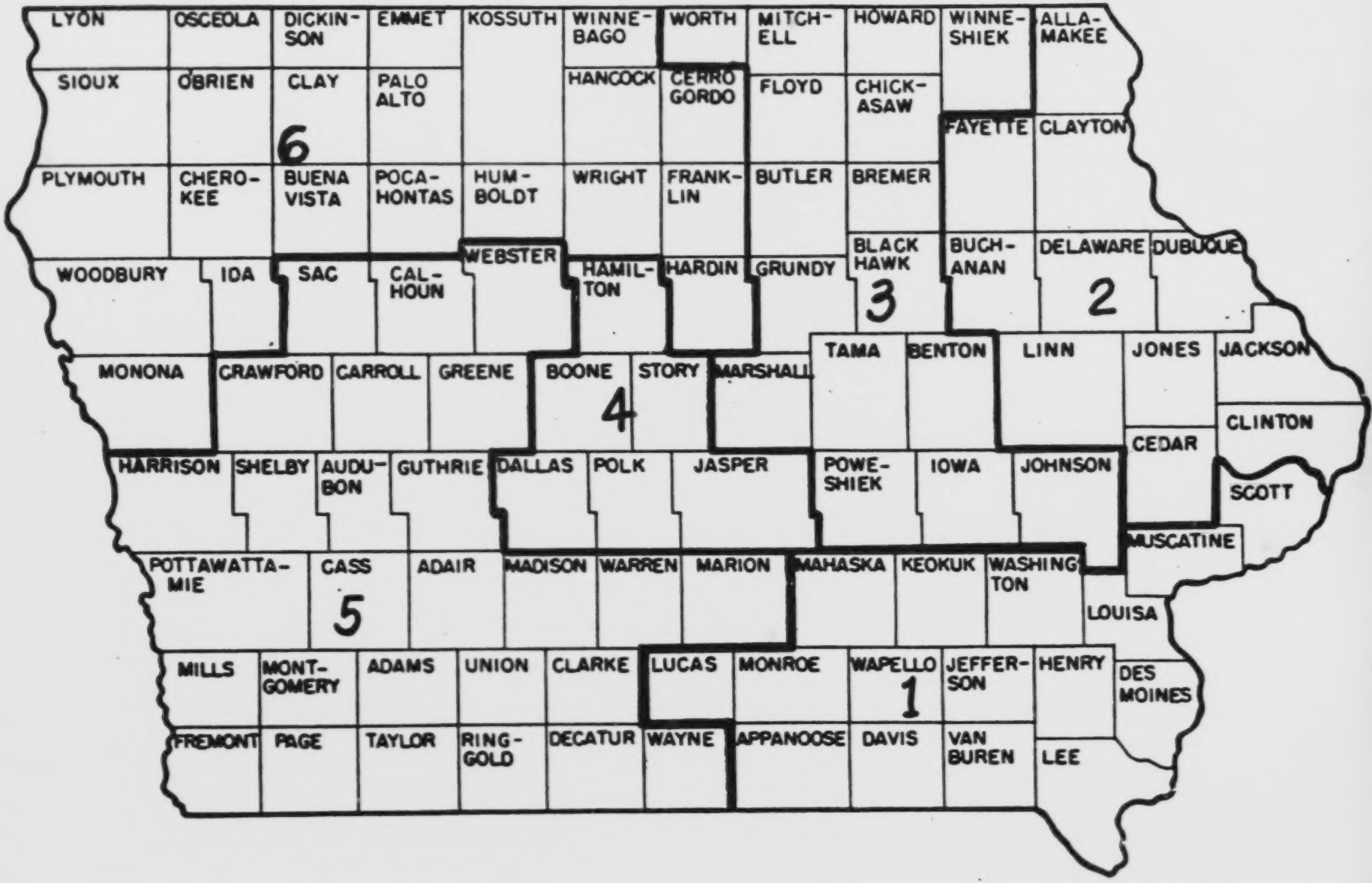
25

26

The numbered outline map of your state, p. 20, should be used to make a transparency for use with Lesson 6. Each congressional district should be colored using permanent magic markers. The unnumbered outline map of your state, p. 21, should be used as a master to run student copies for use with Lesson 6. The enclosed Iowa maps, pages 20 and 21, are included as samples. The Official Register for your state, available at your library, will include a congressional district map of your state.

Transparency Master

SAMPLE
IOWA CONGRESSIONAL DISTRICTS



28

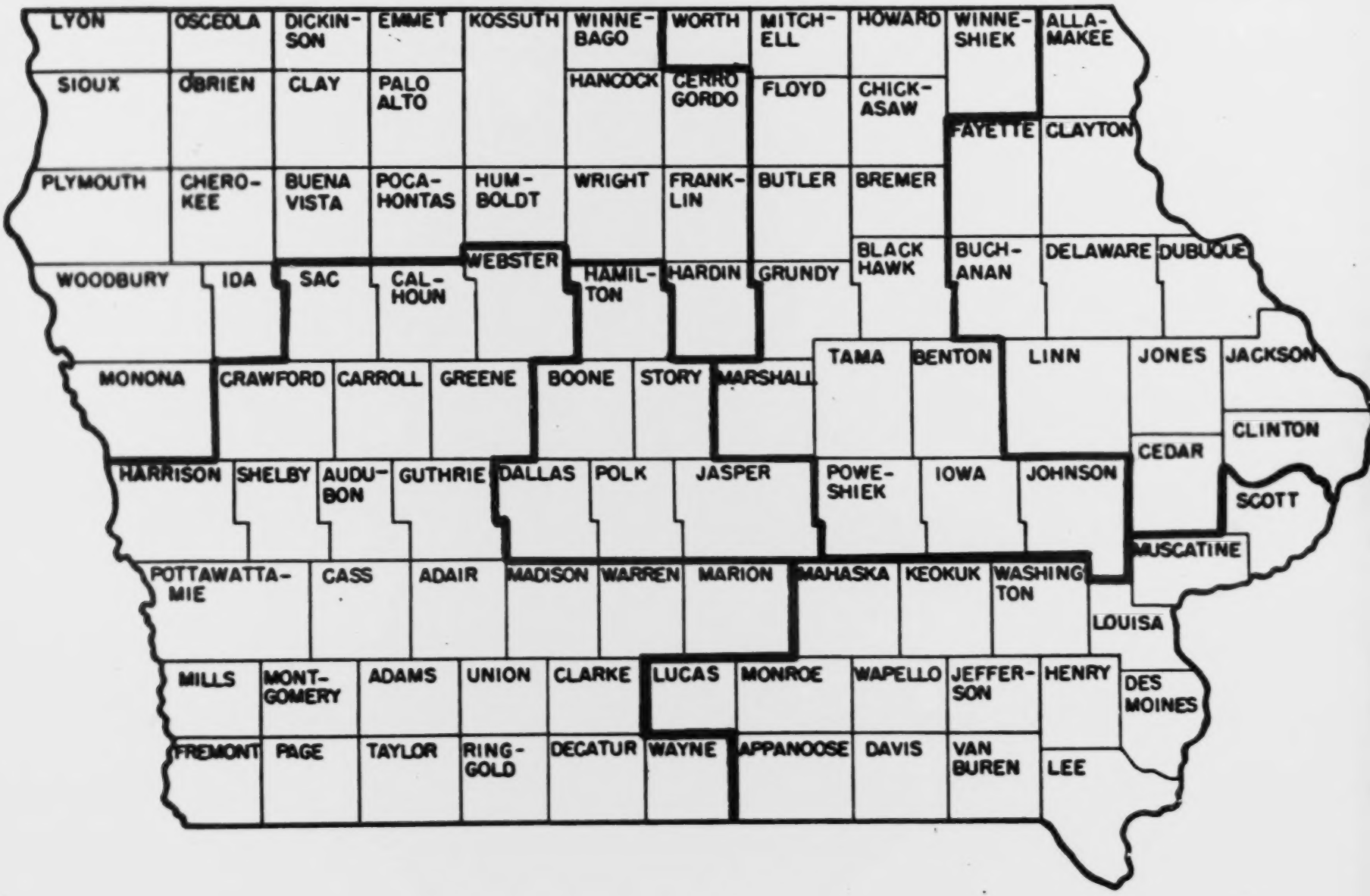
29

Student Copy Master

SAMPLE

Name _____

IOWA CONGRESSIONAL DISTRICTS



30

31

Lesson 7: Becoming President

Lesson Objectives:

1. Children will become aware of the major steps involved in the selection of a President.
2. Children will appreciate the hard work involved in the process of moving on the path toward the White House.

Materials:

Four signs: (see attached sheets) POLITICAL CONVENTIONS THE CAMPAIGN
THE ELECTION THE INAUGURATION

Lesson Procedure:

1. Show the sign which reads "Political Conventions." Ask if anyone knows what a convention is. Discuss what a convention is and relate locations of the major conventions; i.e., in 1984 the Republican Convention was in Dallas, and the Democratic in San Francisco.
2. Show the sign titled "The Inauguration." Discuss the term, noting that January 20 was set for the inauguration after each Presidential election and that the inauguration is the ceremony which begins each President's term.
3. Display the sign "The Election." Write the following terms on the board: ballot, vote voting booth, candidate. Discuss how these terms relate to the electoral process.
4. Show the sign "The Campaign." Brainstorm various activities which might be part of the campaign.
5. Show all four signs and have the children put them in sequence.

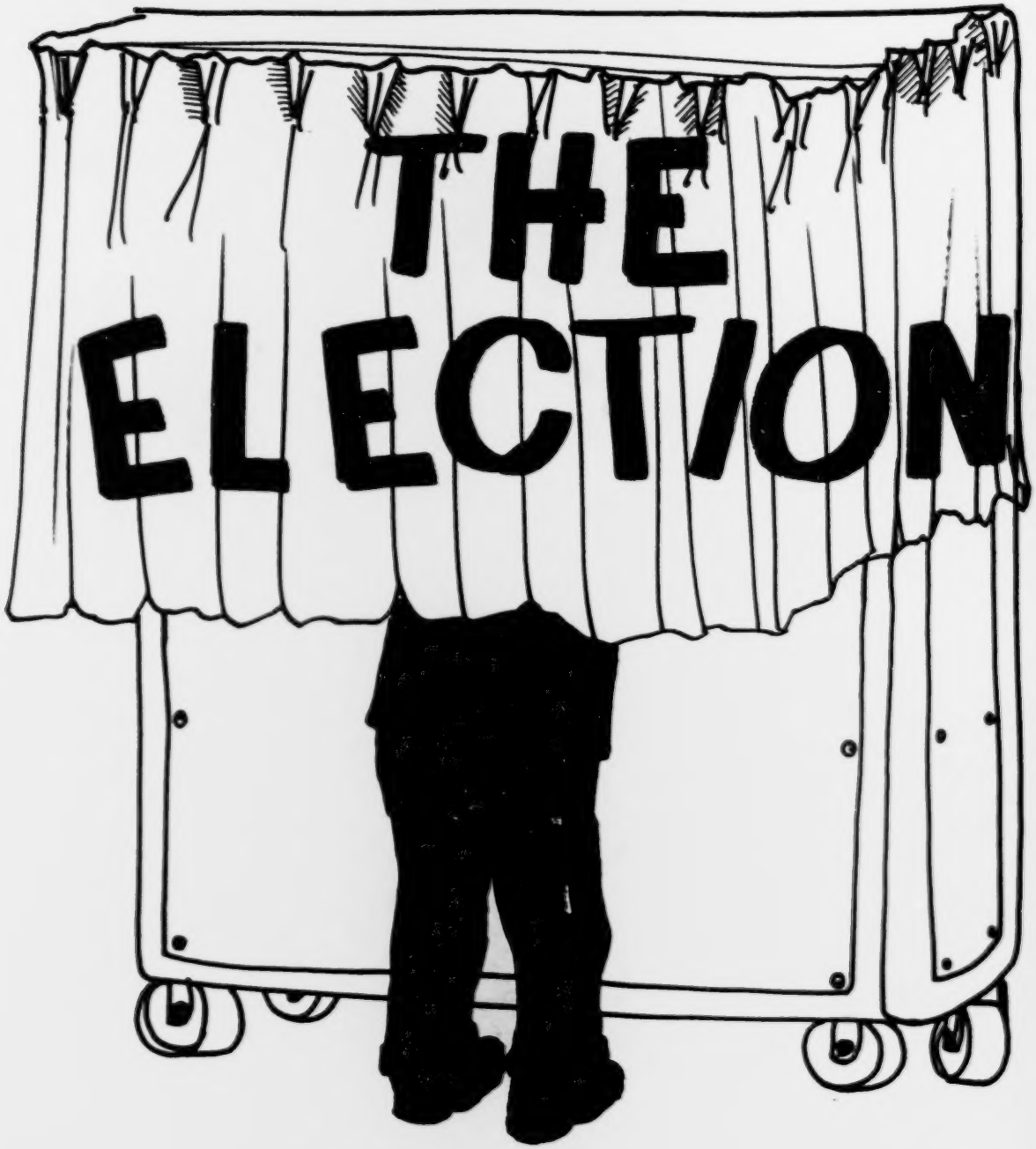
POLITICAL
CONVENTIONS

THE INAUGURATION

Ceremony

Parade

Ball


THE
ELECTION

LOS ANGELES
BOSTON
DENVER
OMAHA
DETRO
DALLAS
NEW YORK
Chicago
The Campaign

Lesson 8: Tour Washington, D.C.

Lesson Objectives:

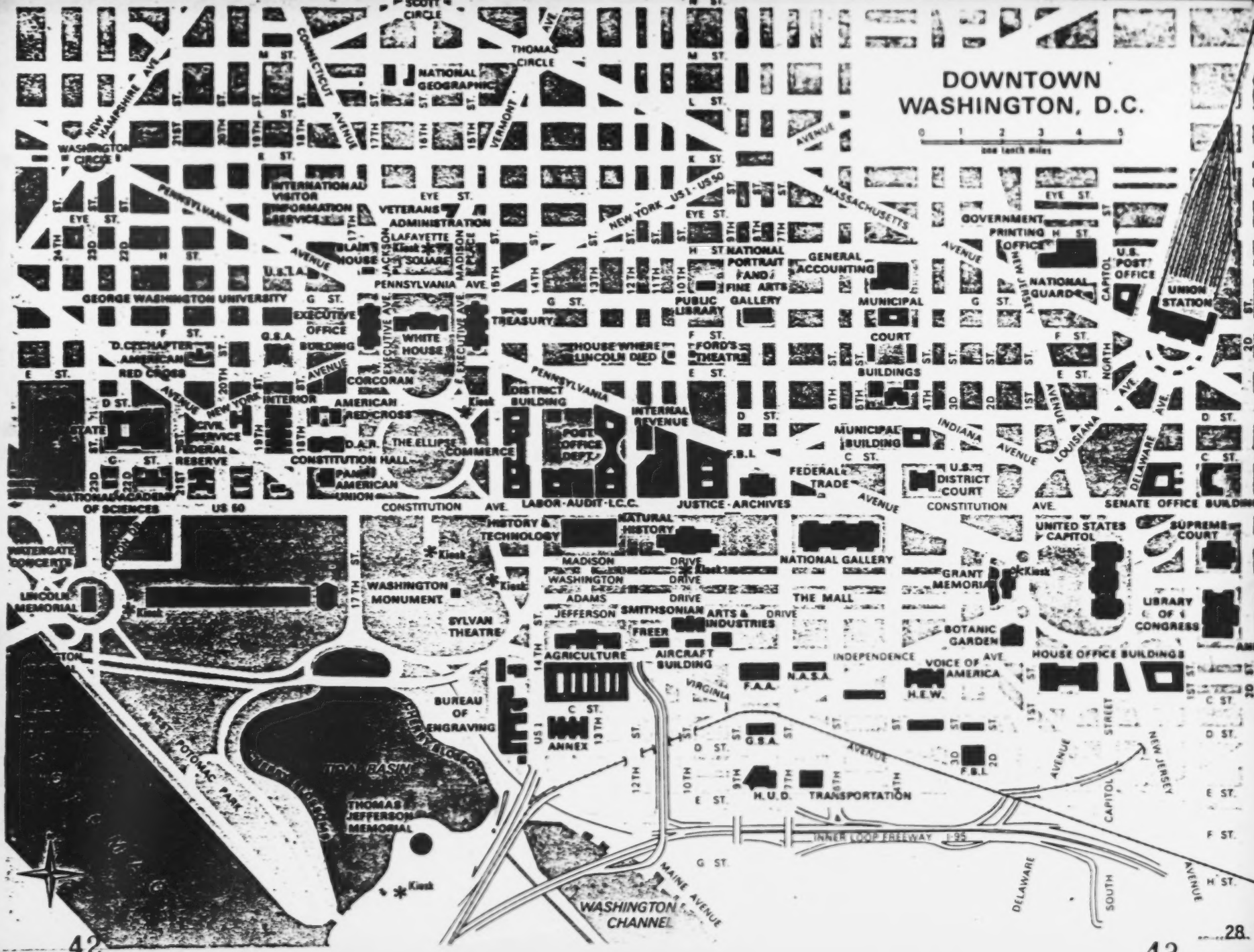
1. Children will become acquainted with the major sites in Washington, D.C.
2. Children will appreciate the rich cultural and political heritage centered around Washington, D.C.

Materials:

1. Books relating to sites of Washington, D.C. (see Bibliography).
2. Maps of Washington, D.C.

Lesson Procedure:

1. Read the book, Washington, D.C., or a similar book to the children, taking special note of the Washington, Jefferson and Lincoln monuments, the White House, and the Capitol and Supreme Court Building.
2. Distribute the maps of Washington, D.C. Have the children locate the Supreme Court Building, circle it, and draw a line west until they come to the Capitol. Have them circle the Capitol and mark their path to the White House. Continue this procedure to locate the Washington, Jefferson and Lincoln Memorials.


DOWNTOWN
WASHINGTON, D.C.
one inch = one mile
SCOTT CIRCLE
THOMAS CIRCLE
NATIONAL GEOGRAPHIC
WASHINGTON CIRCLE
INTERNATIONAL VISITOR INFORMATION SERVICE
VETERANS ADMINISTRATION
LAFAYETTE SQUARE
BLAIR HOUSE
GEORGE WASHINGTON UNIVERSITY
U.S.I.A.
G.S.A.
EXECUTIVE OFFICE BUILDING
WHITE HOUSE
TREASURY
HOUSE WHERE LINCOLN DIED
FORD'S THEATRE
PUBLIC LIBRARY
NATIONAL PORTRAIT GALLERY
FINE ARTS GALLERY
GENERAL ACCOUNTING OFFICE
GOVERNMENT PRINTING OFFICE
MUNICIPAL COURT BUILDINGS
NATIONAL GUARD
U.S. POST OFFICE
UNION STATION
D.C. CHAPTER AMERICAN RED CROSS
CORCORAN GALLERY
AMERICAN RED CROSS
D.A.R.
THE ELLIPSE
CONSTITUTION HALL
PAN AMERICAN UNION
DISTRICT BUILDING
POST OFFICE DEPT.
INTERNAL REVENUE
F.B.I.
MUNICIPAL BUILDING
FEDERAL TRADE
U.S. DISTRICT COURT
STATE
CIVIL SERVICE
FEDERAL RESERVE
INTERIOR
NATIONAL ACADEMY OF SCIENCES
US 50
CONSTITUTION AVE.
LABOR · AUDIT · I.C.C.
JUSTICE · ARCHIVES
SENATE OFFICE BUILDING
HISTORY & TECHNOLOGY
NATURAL HISTORY
NATIONAL GALLERY
UNITED STATES CAPITOL
SUPREME COURT
WATERGATE CONCERTS
LINCOLN MEMORIAL
WASHINGTON MONUMENT
SYLVAN THEATRE
MADISON DRIVE
WASHINGTON DRIVE
ADAMS DRIVE
JEFFERSON DRIVE
SMITHSONIAN ARTS & INDUSTRIES
FREER
THE MALL
GRANT MEMORIAL
LIBRARY OF CONGRESS
BOTANIC GARDEN
AGRICULTURE
AIRCRAFT BUILDING
INDEPENDENCE AVE
VOICE OF AMERICA
H.E.W.
HOUSE OFFICE BUILDINGS
F.A.A.
N.A.S.A.
BUREAU OF ENGRAVING
ANNEX
G.S.A.
F.B.I.
H.U.D.
TRANSPORTATION
INNER LOOP FREEWAY I-95
TIDAL BASIN
THOMAS JEFFERSON MEMORIAL
WEST POTOMAC PARK
WASHINGTON CHANNEL
MAINE AVENUE
Kiosk

Lesson 9: Branches of Government

Lesson Objectives:

1. Children will learn the names of the three major branches of our government.
2. Children will appreciate the function each plays in our government.

Materials:

1. Three signs cut in half: The President--Carries Out Laws
   The Congress--Makes Laws
   The Supreme Court--Explains and Interprets Laws

Lesson Procedure:

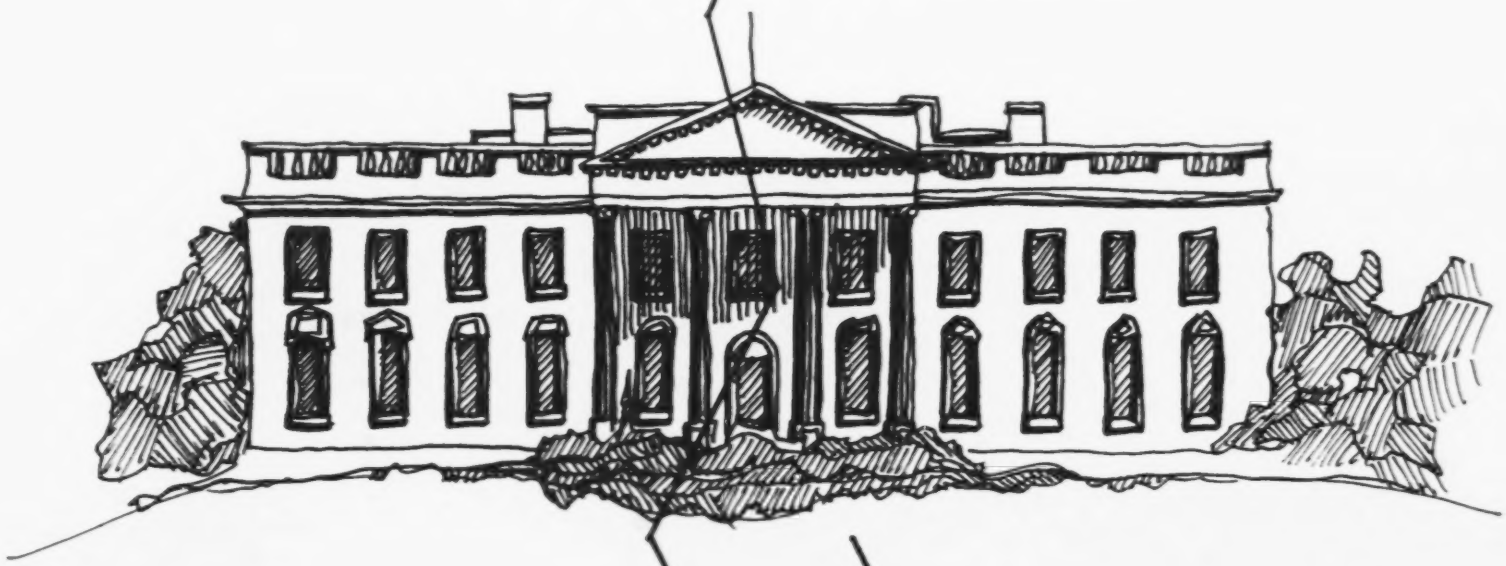
1. Post the half sheets: The President, The Congress, The Supreme Court
2. Discuss the function of each branch of government.
3. Match the half sheets (Makes Laws, Carries Out Laws, Explains and Interprets Laws) to the half sheets naming each branch of government.
4. Divide the class into three groups: the executive branch, the legislative branch, and the judicial branch.
5. Have the legislative branch make a law for the classroom which could be carried out by the executive branch. An example might be: Chairs and desks should be neatly arranged.
6. Have the executive branch carry out the law after the judicial branch determines that it is "constitutional."

LEGISLATIVE BRANCH: THE CONGRESS

MAKES LAWS

EXECUTIVE BRANCH: THE PRESIDENT

CARRIES OUT LAWS



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Duplicate and cut on lines

JUDICIAL BRANCH: THE SUPREME COURT

EXPLAINS AND
INTERPRETS LAWS

Lesson 10: Campaign Strategy

Lesson Objectives:

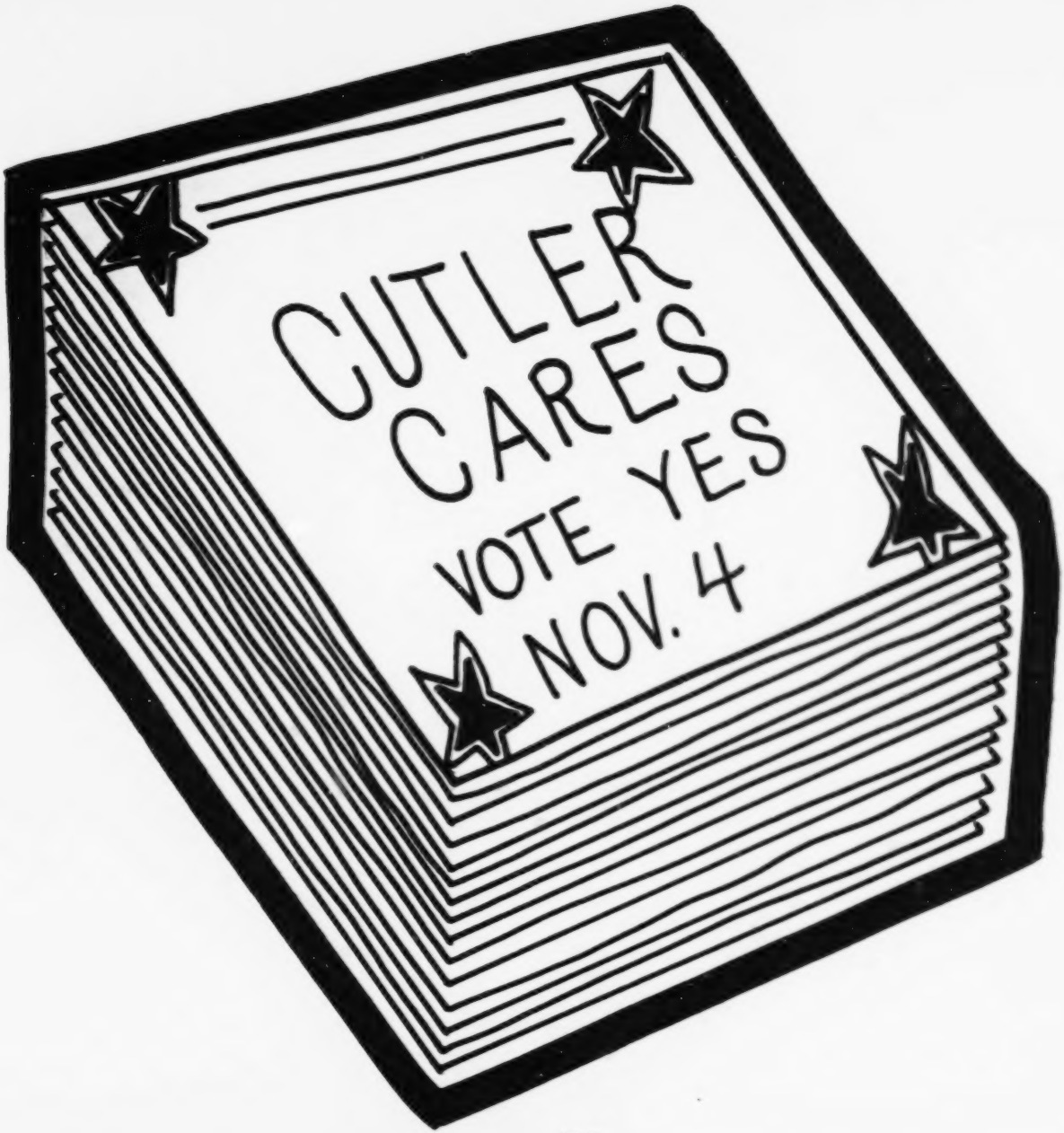
1. Children will identify strategies which candidates use during campaigns.
2. Children will evaluate the relative merits of each mode of campaigning.

Materials:

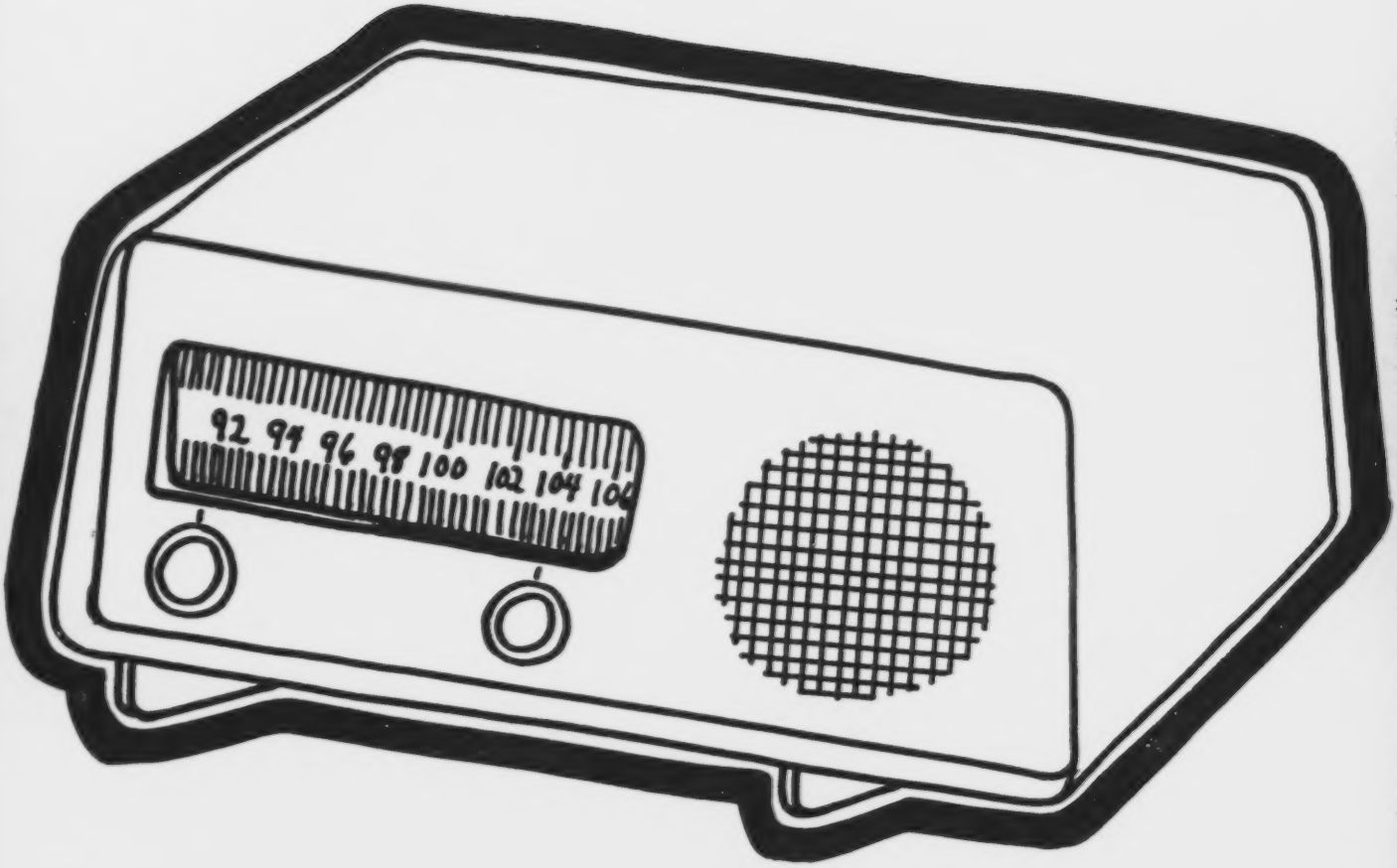
Posters (see attached sheets)

Lesson Procedure:

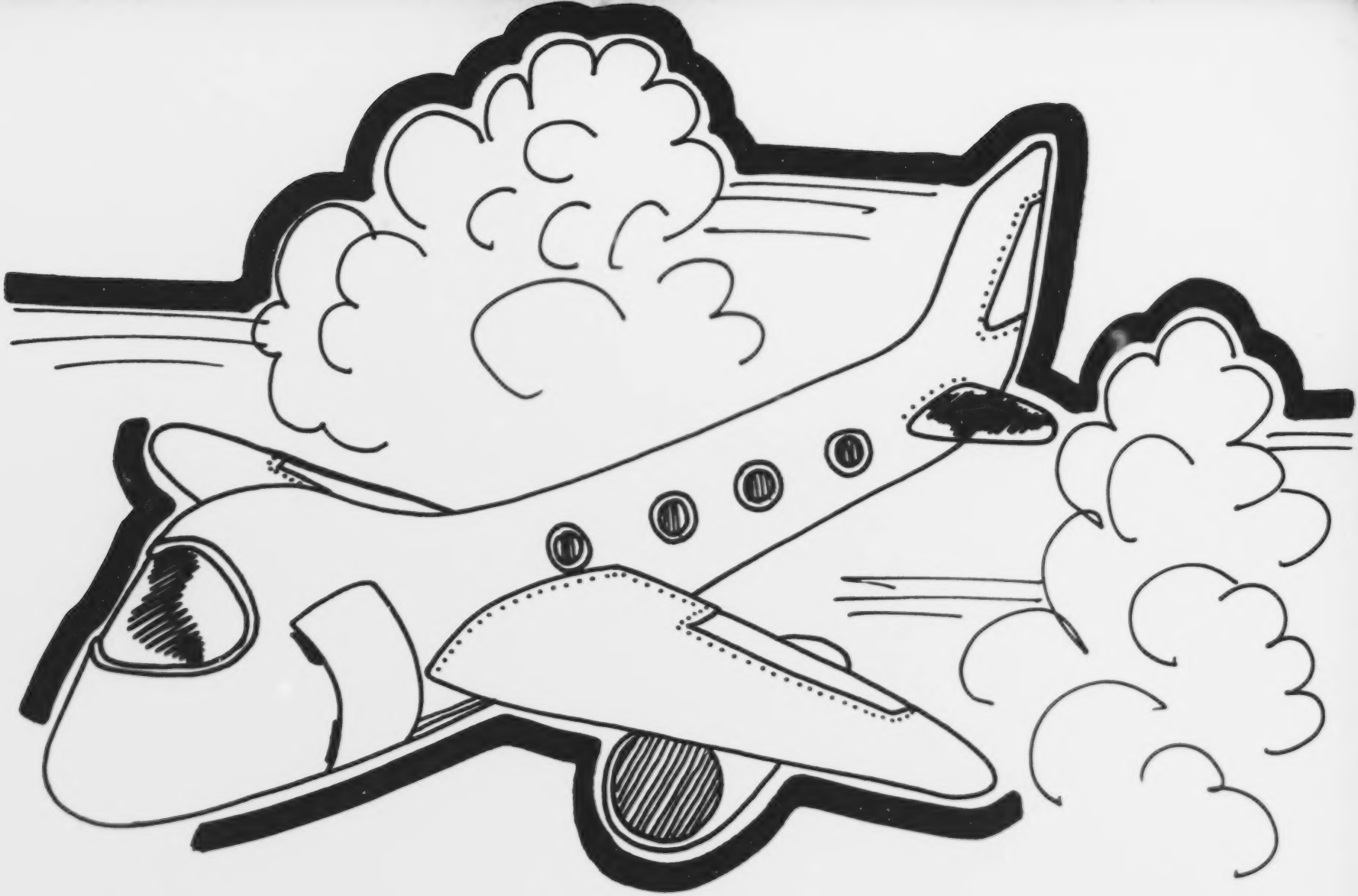
1. Have children imagine they are running for office.
2. Post the campaign strategy sheets along the top of the board.
3. Have the children brainstorm all the ways they could use each strategy to support their campaign. List suggestions under each card.
4. Have children decide on the three strategies which would cost the most money and circle those.
5. Have them decide on the three strategies which would be the least expensive and underline those.
6. Discuss the differences between the two groups, noting that in general the more people you reach with a given strategy, the more expensive it will be. Example: T.V. time vs. going door to door.


CUTLER
CARES
VOTE YES
NOV. 4

The Herald Star
ELECTION DAY


92 94 96 98 100 102 104

NEWS TODAY
NEWSWEEK



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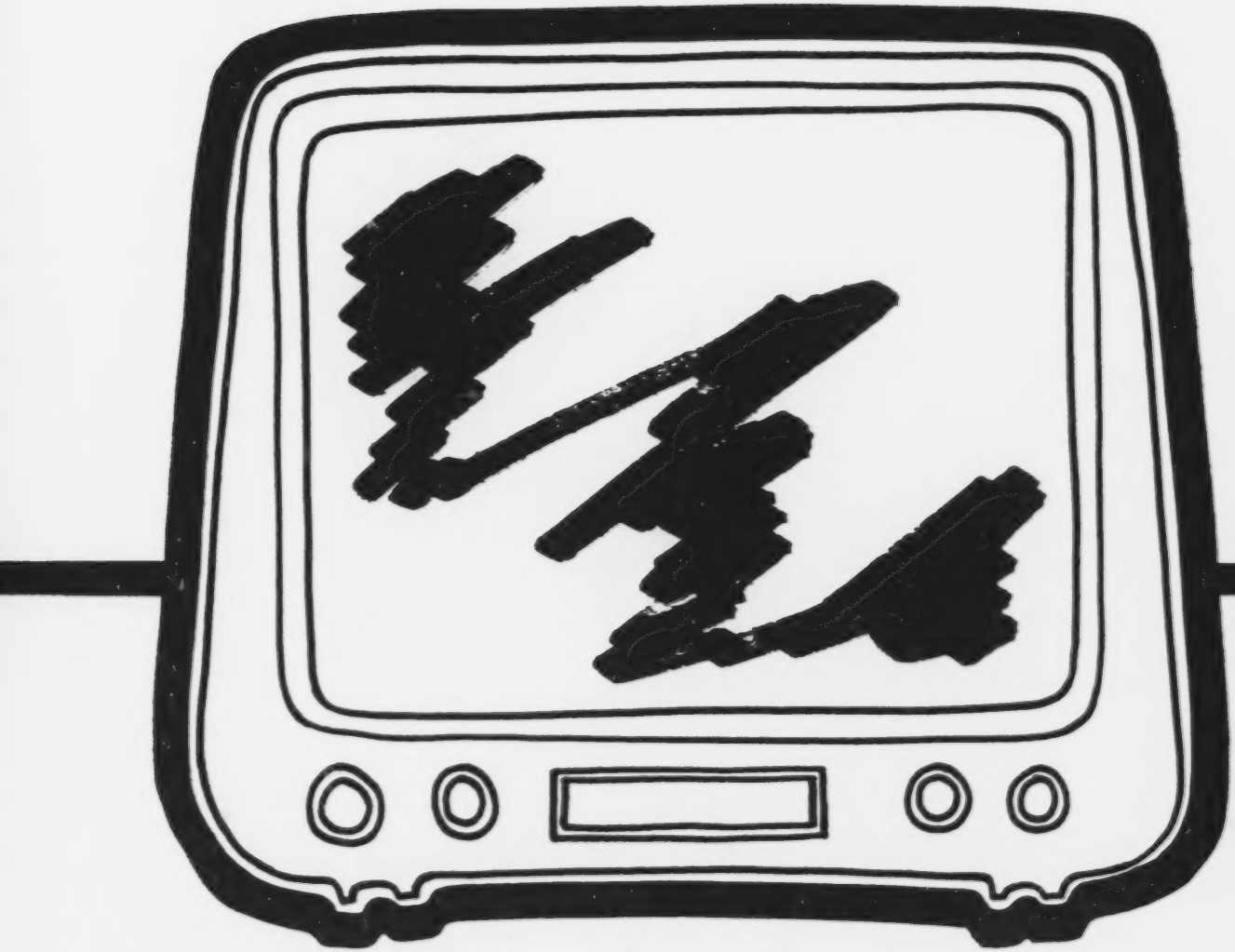

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Lesson 11: Leadership Counts

Lesson Objectives:

1. Children will identify characteristics of a good leader.
2. Children will appreciate the responsibility a leader has for followers.

Materials:

Blank paper and a pencil for each child

Lesson Procedure:

1. Seat the class on the floor in a circle.
2. Play the game "Follow the Leader:" (One person leaves the room. A leader is appointed who does hand motions or other body movements. The class follows, while the person who is "it" tries to find out who the leader is.)
3. Use this warmup game as a springboard to discuss the fact that a leader is only as good as the followers.
4. Have the children volunteer characteristics of a good leader. Try to agree upon six characteristics which a good leader should possess.
5. Give each child a piece of blank paper.
6. Have each child write down the six characteristics in rank order.
7. Follow up with a discussion and sharing of children's opinions.

Lesson 12: Mascots and Political Parties

Lesson Objectives:

1. Children will associate the proper mascot with the Republican and Democratic parties.
2. Children will create their own mascot representing another political party.

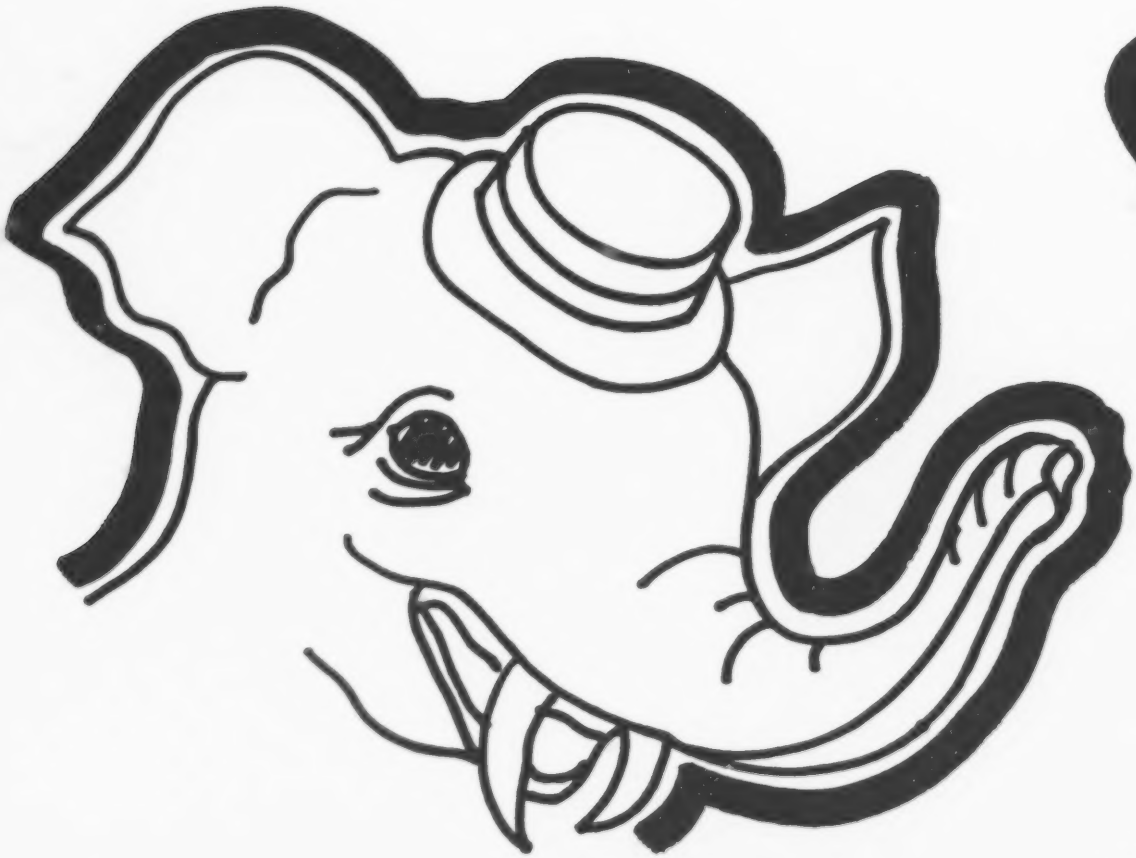
Materials:

Worksheet of donkey and elephant.

Lesson Procedure:

1. Write the word "mascot" on the board.
2. Ask children to read and define the word. (Have a dictionary available if needed.)
3. Have children list mascots they know. (Example: Miami Dolphins, Chicago Bears, etc.)
4. Distribute the worksheets and label each symbol appropriately.
5. Discuss the characteristics of each animal.
6. Discuss other political parties and the fact that they generally do not have mascots.
7. Have the children create their own mascot on the reverse side of their sheet for a political party of their choice.

Name _____



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Lesson 13: Voter Registration

Lesson Objectives:

1. Children will become aware of the voting requirements.
2. Children will be registered to vote in the student mock election.

Materials:

1. Registration form
2. Transparency of registration form
3. Sample ballot(s)

Lesson Procedure:

1. Show sample ballot or ballots to the class. (These should be available through county offices or by writing to the Secretary of State in the state. See Lesson 5.)
2. Discuss what a ballot is.
3. Ask what requirements there are for voting. The 26th Amendment to the Constitution grants voting rights to U.S. citizens who are 18 years or older. The Constitution also allows each state to set other qualifications for voting provided they do not violate other constitutional guarantees. Generally there is a 30-day residence requirement and a registration requirement plus the age and citizenship qualifications.
4. Following the discussion of voter requirements, project the transparency of the registration form and proceed to have each child register to vote.
5. Put the forms in alphabetical order and place them in a book to be used on voting day.

Last Name

Registration Card

First Name

Full Middle Name

Address

Street No.

Ward

Precinct

City

Telephone

School District

Iowa

Social Security Number

Birthdate

Month Day Year

Senate Dist.

Rep. Dist.

Township

Qualified to Vote in Any Election on or After

Date of Registration

I state that I am or will be an eligible elector at any election at which I attempt to vote and that all of the information I have given upon this voter registration form is true. I hereby authorize cancellation of any prior registration to vote in this or any other jurisdiction where voter registration is not required. I am aware that fraudulently registering, or attempting to do so, is a felony under Iowa law.

Voter's Signature

Deputy Registrar Signature

Lesson 14: Inauguration Day

Lesson Objectives:

1. Children will understand that there are three major parts to the inauguration day: the ceremony at the Capitol, the parade and the inaugural ball.
2. Children will appreciate the symbolic importance of the ceremony on January 20.

Materials:

1. Three title cards: INAUGURAL BALL, INAUGURAL PARADE, INAUGURAL CEREMONY
2. Nine inauguration cards: The Capitol, The President's Speech, The Oath of Office, Marching Bands, Floats, Streets of Washington, D.C., The White House, Dancing, Personal Invitation
3. Three pieces of butcher paper
4. Crayons, paint, chalk, etc.

Lesson Procedures:

1. Write the word "inauguration" on the board.
2. Discuss the meaning of the term and its association to January 20.
3. Post the three title cards: INAUGURAL BALL, INAUGURAL PARADE, INAUGURAL CEREMONY.
4. Discuss the characteristics of each and put them in their proper sequence (ceremony, parade, ball).
5. Pass out the nine inauguration cards. Have children match each card to the proper title card.

INAUGURAL CEREMONY:	INAUGURAL PARADE:	INAUGURAL BALL:
The Capitol	Marching Bands	The White House
The President's Speech	Floats	Dancing
The Oath of Office	Streets of Washington, D.C.	Personal Invitation

6. When each inauguration card has been placed in the correct category, divide the class into three groups. Have each group draw a mural of one of the three inaugural events.

INAUGURAL BALL

INAUGURAL PARADE

INAUGURAL CEREMONY

THE CAPITOL

THE PRESIDENT'S SPEECH

THE OATH OF OFFICE

THE WHITE HOUSE

DANCING

PERSONAL INVITATION

MARCHING BANDS

FLOATS

STREETS OF WASHINGTON, D. C.

Lesson 15: The President's Many Roles

Lesson Objectives:

1. Children will be able to identify six variant roles the President must assume.
2. Children will appreciate the flexibility required of the President due to the requirements of the job.

Materials:

1. Transparency listing six roles of the President
2. Signs representing the six roles of the President
3. Eighteen job cards

Lesson Procedure:

1. Post the six signs on the board.
2. Using the transparency, uncover the name of one Presidential role at a time.
3. Ask the children to associate the pictures with the roles of the President as they are shown and discussed (Chief of State, handshake; Chief Executive, White House; Commander-in-Chief, boat; Chief Diplomat, world; Chief Legislator, Capitol; Political Chief, mascots).
4. Follow up by having children take turns pulling job cards from a can or box. Have children categorize each job with the appropriate Presidential role.

JOBS OF PRESIDENT

1. Chief of State

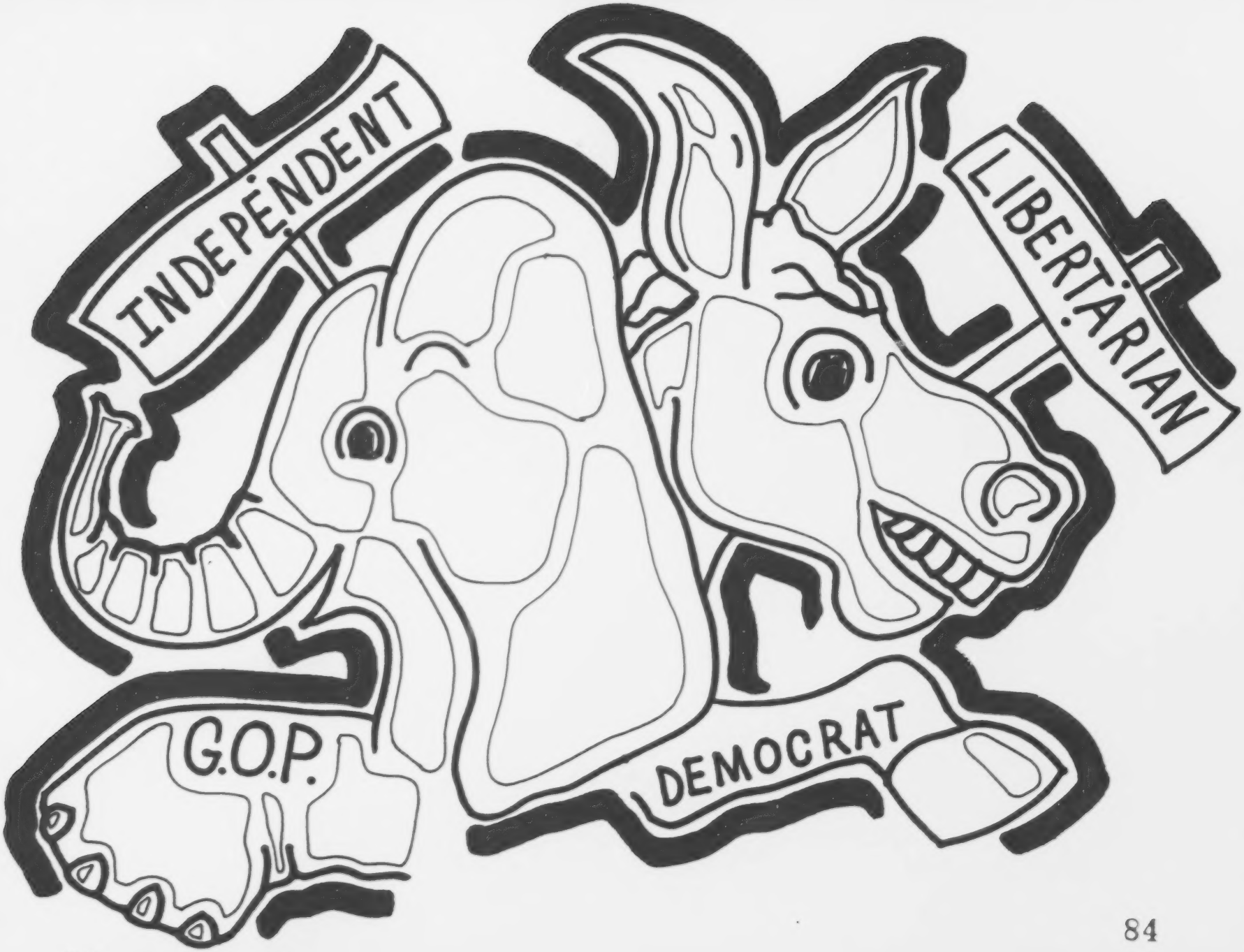
2. Chief Executive

3. Commander-in-Chief

4. Chief Diplomat

5. Chief Legislator

6. Political Chief



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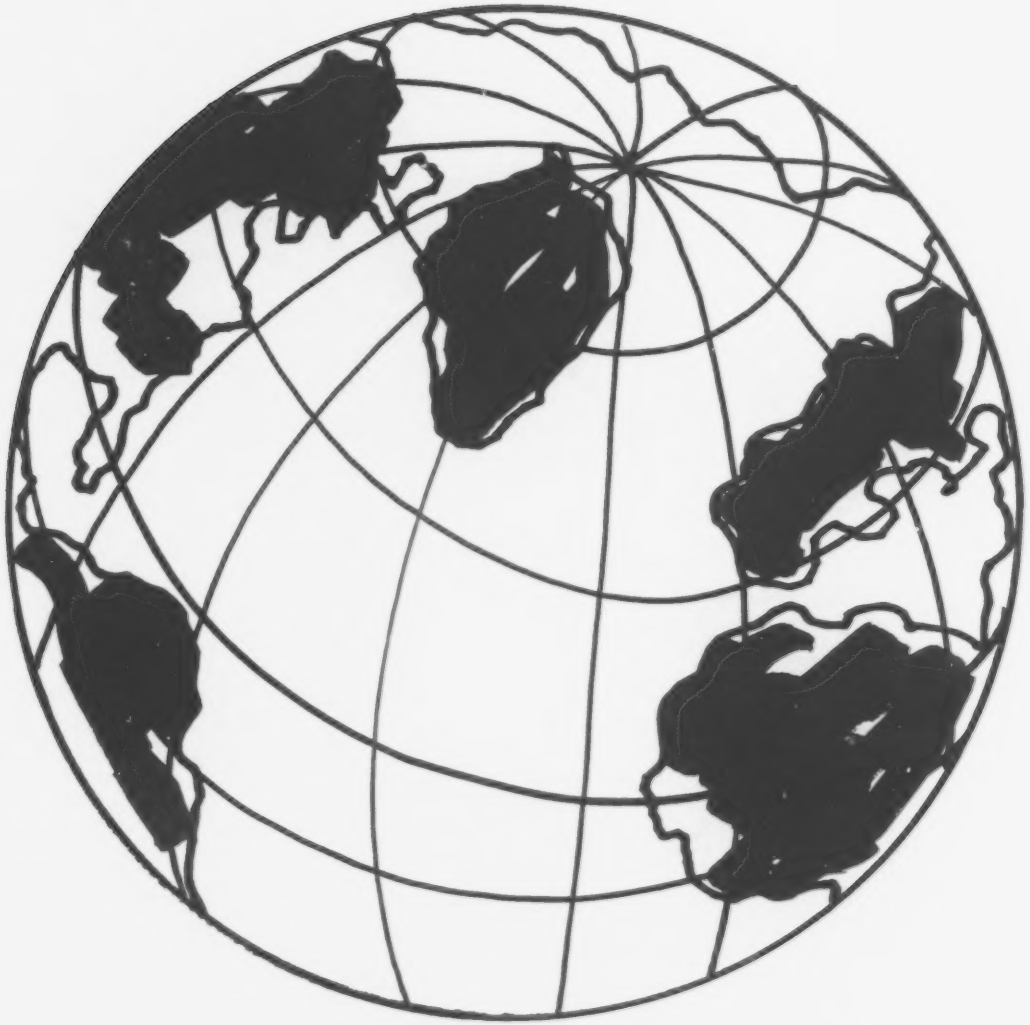

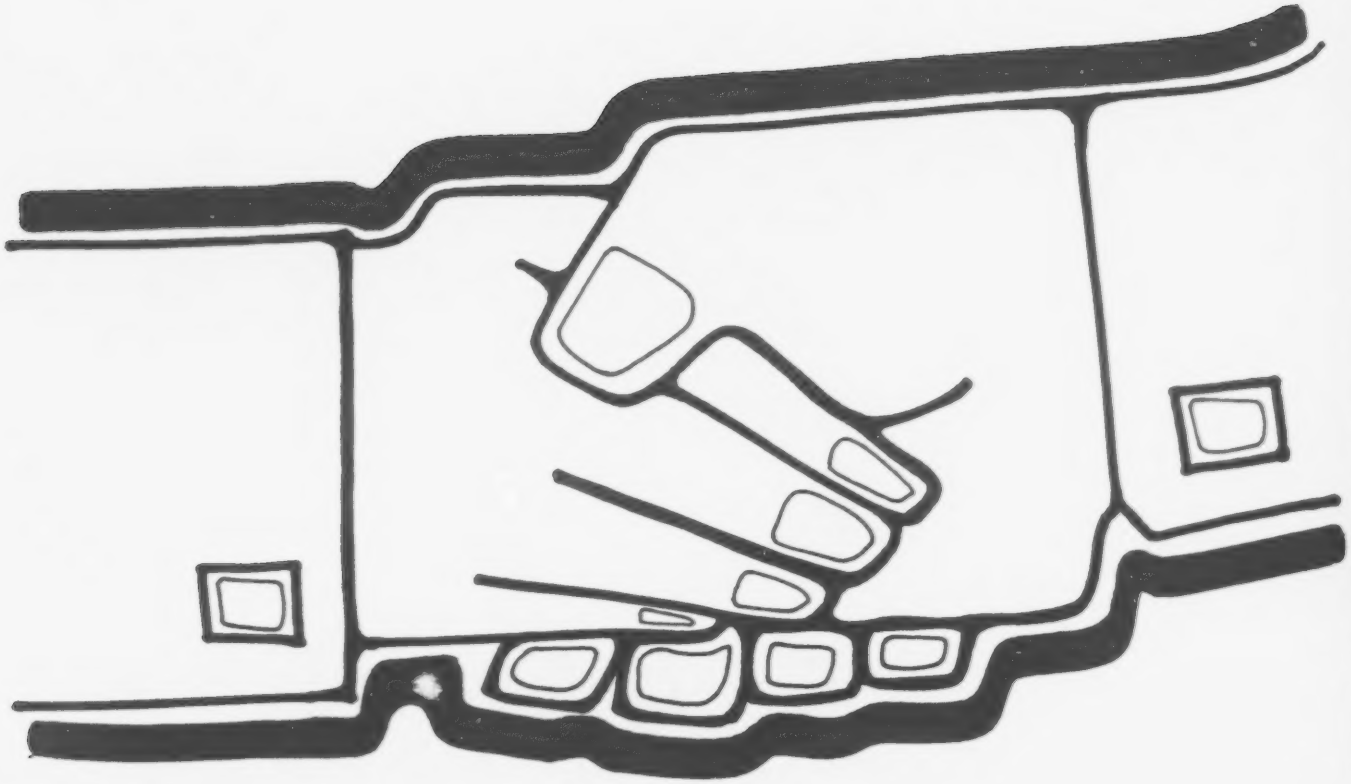

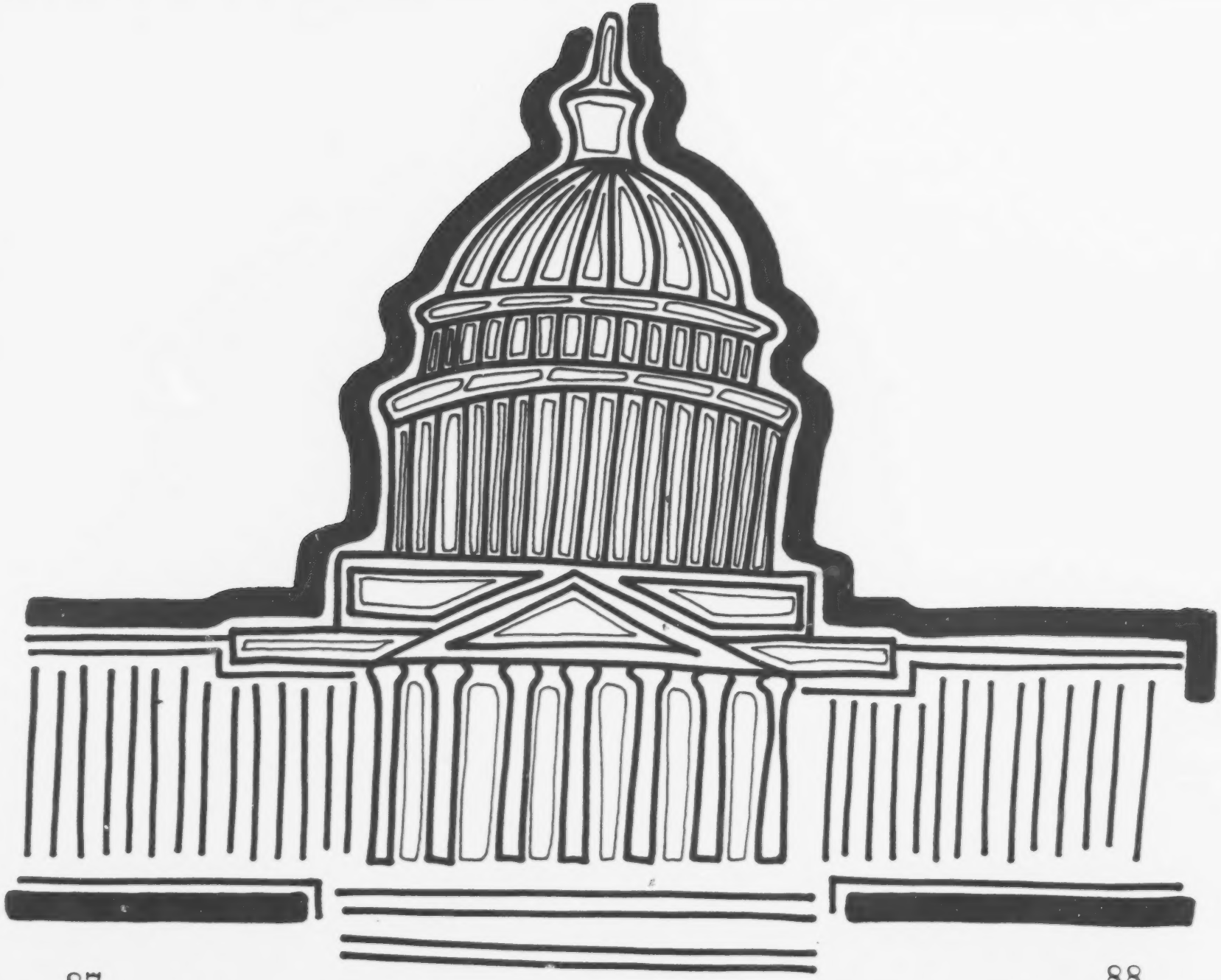

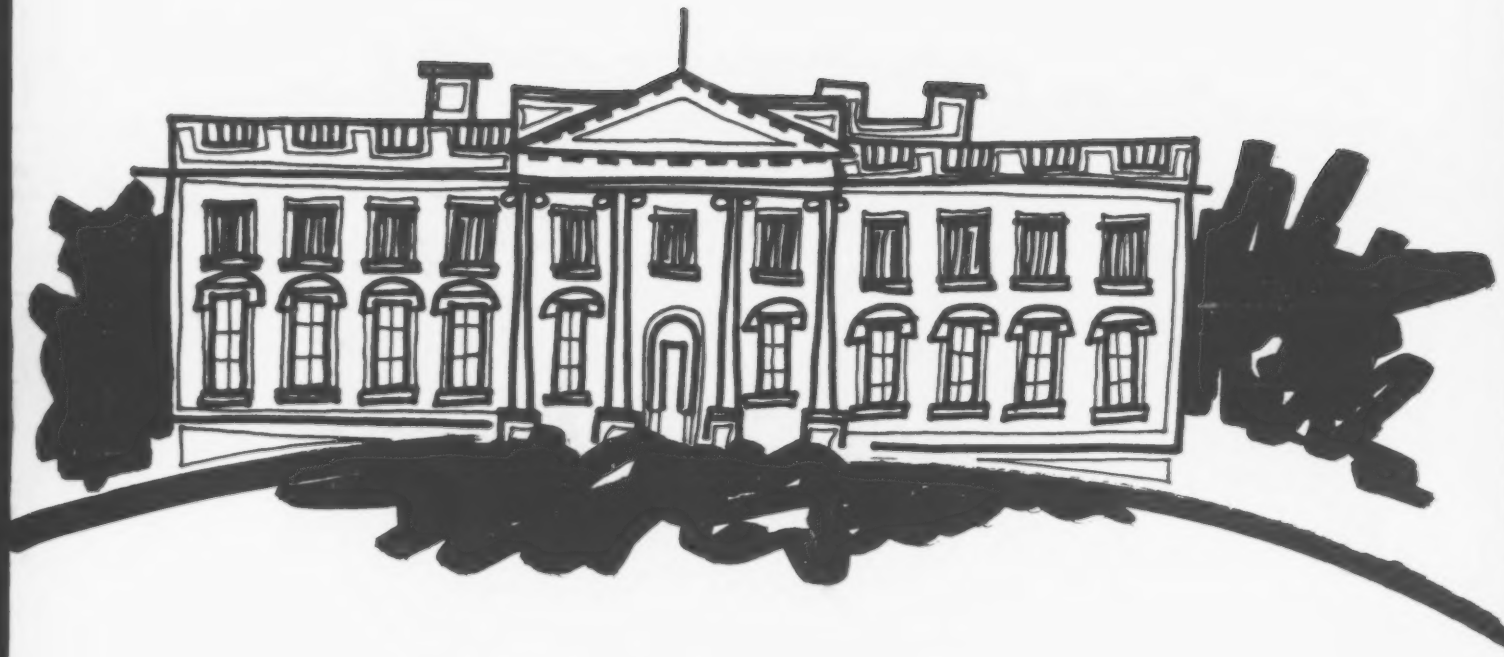

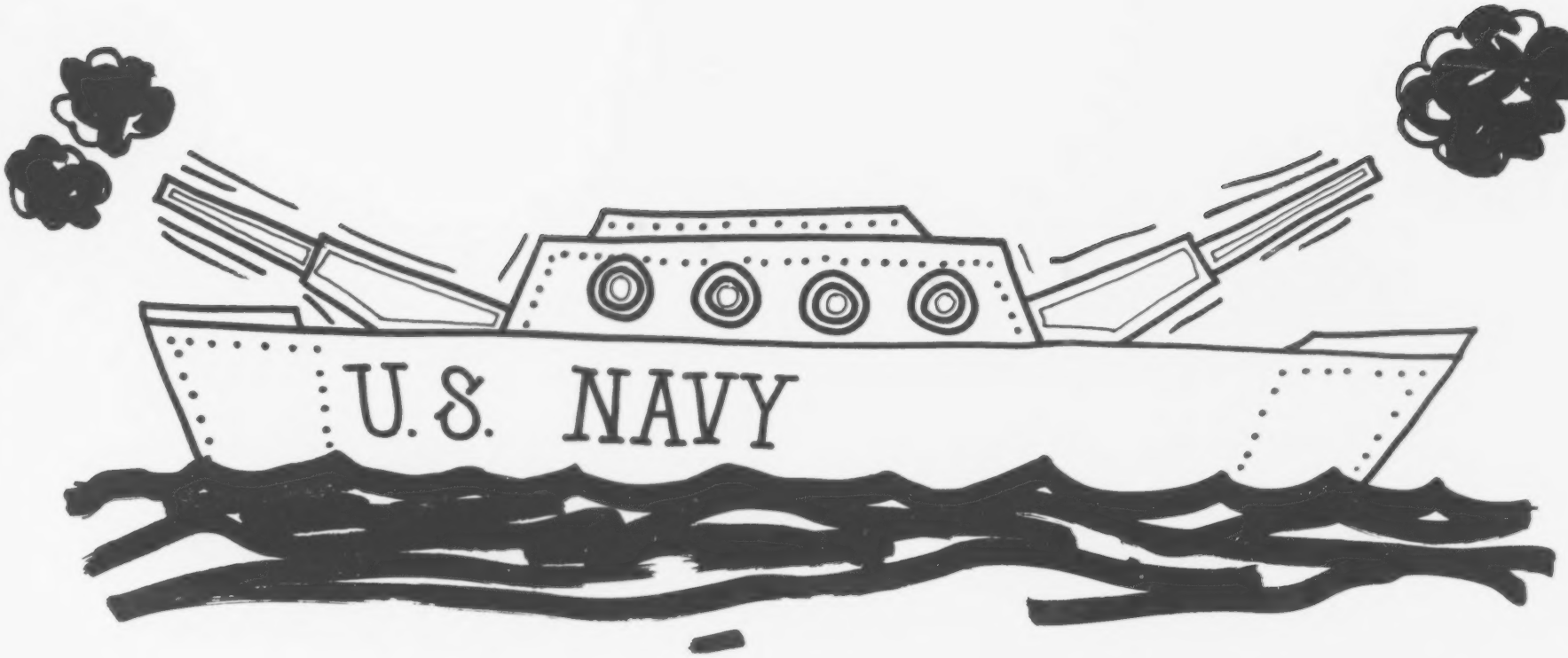

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The President delivers a speech at the opening of a new national park.

The President throws out the first ball for the beginning of the baseball season.

The President speaks at a rally launching a new charity drive.

The President nominates a new supreme court judge.

The President pardons a convicted criminal.

The President orders striking workers back to work.

The President sends troops to Europe.

The President withdraws troops from Viet Nam.

The President requests greater production of army weapons.

The President visits Great Britain when a new Prime Minister is elected.

The President hosts a dinner for a visiting president from another country.

The President sends help to another country in need.

The President helps someone in his/her political party to campaign for reelection.

The President chooses the chairperson for the political party he/she belongs to.

The President influences his/her political party to support certain laws.

The President vetoes a bill passed by Congress.

The President delivers his yearly State of the Union message.

The President writes a report about the nation's budget.

Chief of State:

1. The President delivers a speech at the opening of a new national park.
2. The President throws out the first ball for the beginning of the baseball season.
3. The President speaks at a rally launching a new charity drive.

Chief Executive:

1. The President nominates a new supreme court judge.
2. The President pardons a convicted criminal.
3. The President orders striking workers back to work.

Commander-in-Chief:

1. The President sends troops to Europe.
2. The President withdraws troops from Viet Nam.
3. The President requests greater production of army weapons.

Chief Diplomat:

1. The President visits Great Britain when a new Prime Minister is elected.
2. The President hosts a dinner for a visiting President from another country.
3. The President sends help to another country in need.

Chief Legislator:

1. The President vetoes a bill passed by Congress.
2. The President delivers his yearly State of the Union message.
3. The President writes a report about the nation's budget.

Political Chief:

1. The President helps someone in his/her political party to campaign for reelection.
2. The President chooses the chairperson for the political party he/she belongs to.
3. The President influences his/her political party to support certain laws.

Lesson 16: Presidential Train

Lesson Objectives:

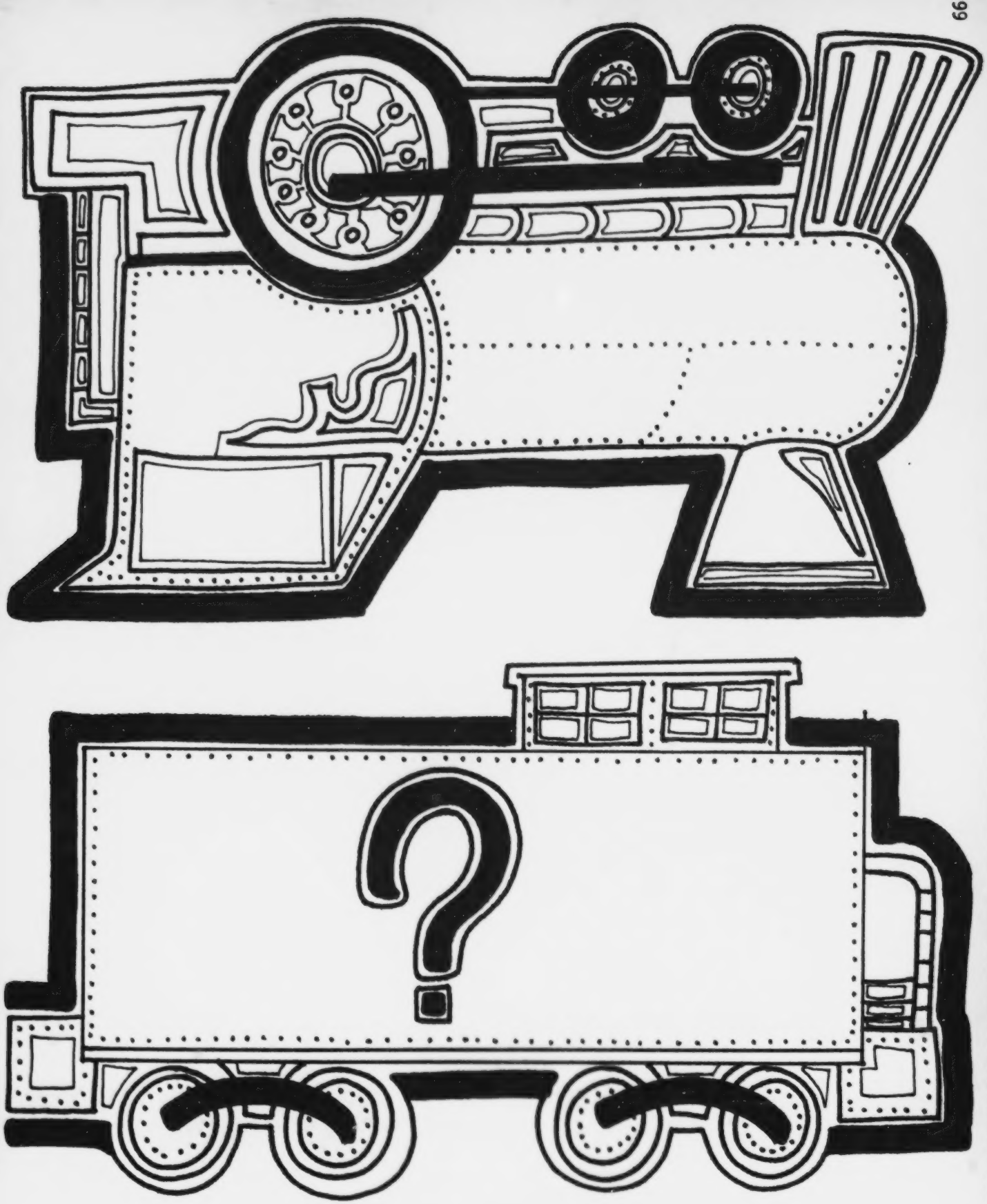
1. Children will know the number of Presidents the United States has had.
2. Children will have the opportunity to investigate facts about a past President of their choice.
3. Children will cooperatively create a Presidential train.

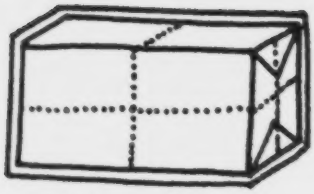
Materials:

1. Copy of the boxcar sheet for each child
2. One copy of the engine and caboose
3. Copy of each Presidential picture sheet

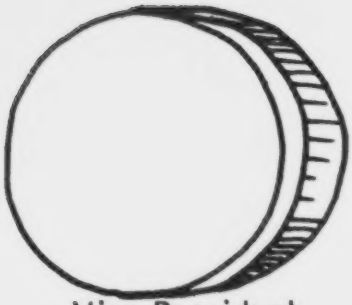
Lesson Procedure:

1. Ask children to name former Presidents of the United States. List their names on the board.
2. Introduce the train activity, highlighting the fact that each child will be able to work on at least one car of the train.
3. Initially have each child work on one car. They will cut out the car, write the President's name, cut out the picture and paste it on the car. If desired, additional information about the President could be added as other cargo, using the pieces of "luggage" provided. It will be important to encourage the children to use title summaries for important events rather than having them attempt to report, and post them on the car. If reports are written, they could be posted under the appropriate car when the train is displayed.



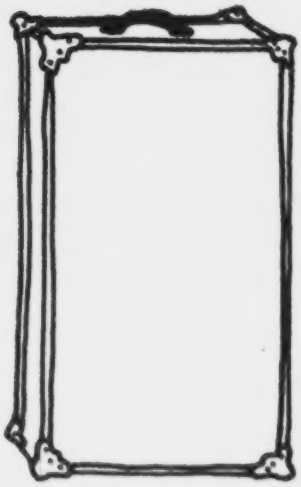


Dates of Term



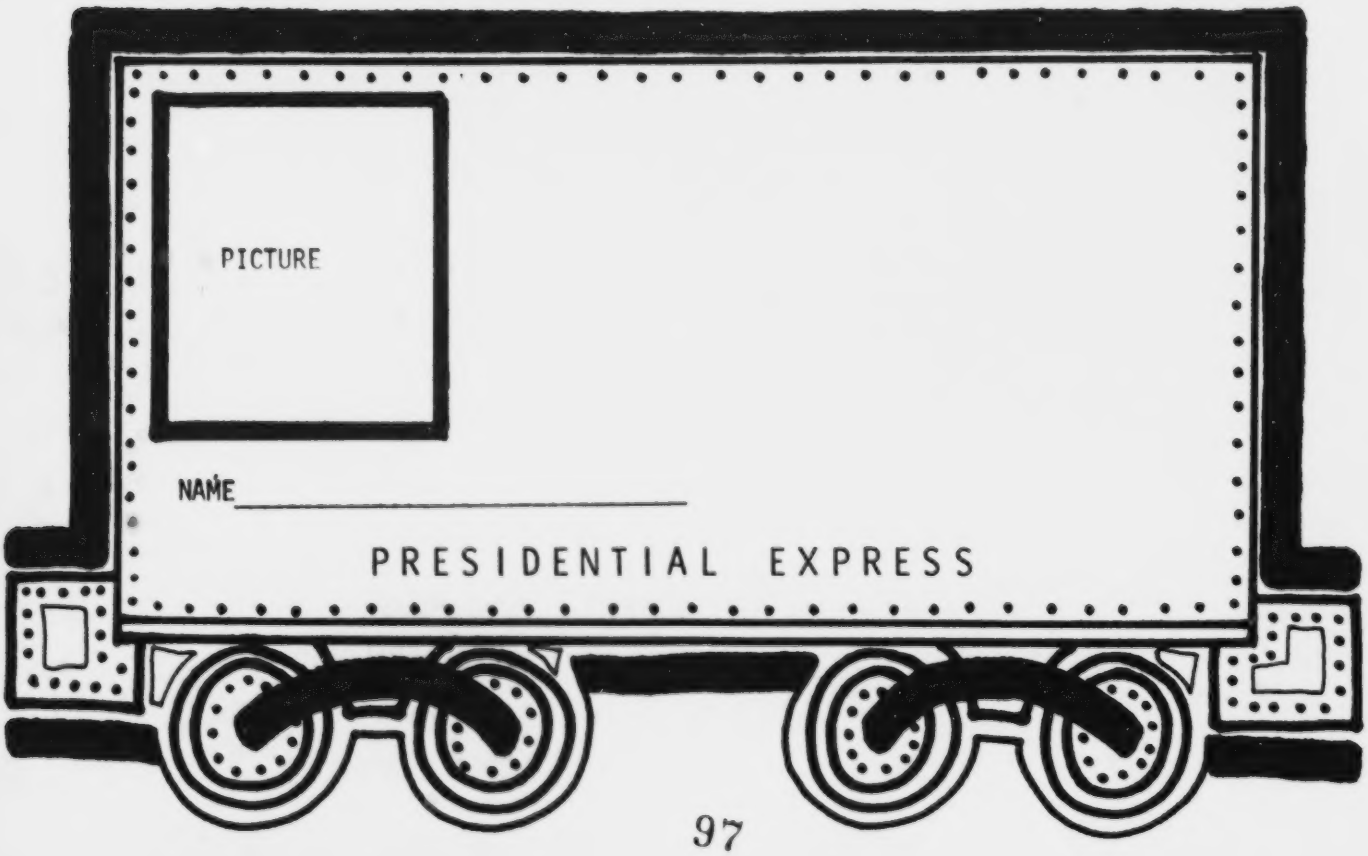
Vice President

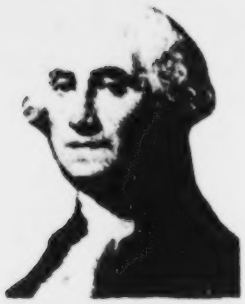
Major Events



Political Party

Home State

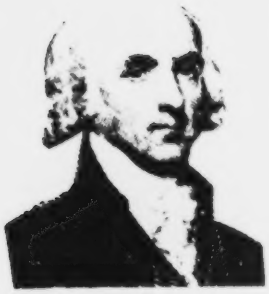




GEORGE WASHINGTON
1789 to 1797
Federalist/Virginia

JOHN ADAMS
1797 to 1801
Federalist/Massachusetts

THOMAS JEFFERSON
1801 to 1809
Democratic-Republican
Virginia

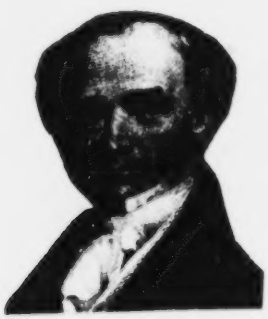


JAMES MADISON
1809 to 1817
Democratic-Republican
Virginia

JAMES MONROE
1817 to 1825
Democratic-Republican
Virginia

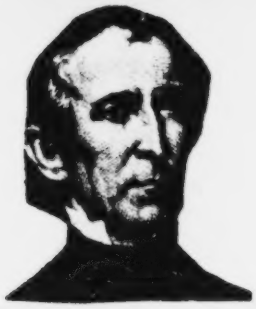
JOHN QUINCY ADAMS
1825 to 1829
Democratic-Republican
Massachusetts

ANDREW JACKSON
1829 to 1837
Democrat/South Carolina



MARTIN VAN BUREN
1837 to 1841
Democrat/New York

WILLIAM HENRY HARRISON
1841 (March-April)
Whig/Virginia



JOHN TYLER
1841 to 1845
Whig/Virginia

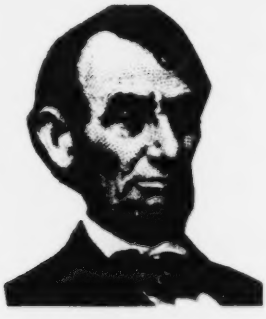
JAMES K. POLK
1845 to 1849
Democrat/North Carolina

ZACHARY TAYLOR
1849 to 1850
Whig/Virginia

MILLARD FILLMORE
1850 to 1853
Whig/New York

FRANKLIN PIERCE
1853 to 1857
Democrat/New Hampshire

JAMES BUCHANAN
1857 to 1861
Democrat/Pennsylvania



ABRAHAM LINCOLN
1861 to 1865
Republican/Kentucky

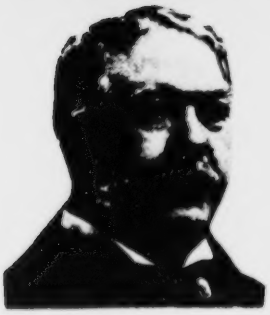
ANDREW JOHNSON
1865 to 1869
Democrat*/North Carolina

ULYSSES S. GRANT
1869 to 1877
Republican/Ohio

*Andrew Johnson, a Democrat, was elected as Lincoln's Vice President on the National Union ticket.

RUTHERFORD B. HAYES
1877 to 1881
Republican/Ohio

JAMES A. GARFIELD
1881 (March-September)
Republican/Ohio



CHESTER A. ARTHUR
1881 to 1885
Republican/Vermont

GROVER CLEVELAND
1885 to 1889
Democrat/New Jersey

BENJAMIN HARRISON
1889 to 1893
Republican/Ohio

GROVER CLEVELAND**
1893 to 1897
Democrat/New Jersey

WILLIAM MCKINLEY
1897 to 1901
Republican/Ohio

THEODORE ROOSEVELT
1901 to 1909
Republican/New York

WILLIAM HOWARD TAFT
1909 to 1913
Republican/Ohio

**Because his second term did not directly follow his first, Grover Cleveland is counted as two Presidents.

WOODROW WILSON
1913 to 1921
Democrat/Virginia

WARREN G. HARDING
1921 to 1923
Republican/Ohio

CALVIN COOLIDGE
1923 to 1929
Republican/Vermont

HERBERT HOOVER
1929 to 1933
Republican/Iowa

FRANKLIN D. ROOSEVELT
1933 to 1945
Democrat/New York

HARRY S. TRUMAN
1945 to 1953
Democrat/Missouri

DWIGHT EISENHOWER
1953 to 1961
Republican/Texas

JOHN F. KENNEDY
1961 to 1963
Democrat/Massachusetts

LYNDON B. JOHNSON
1963 to 1969
Democrat/Texas

RICHARD M. NIXON
1969 to 1974
Republican/California

GERALD R. FORD
1974 to 1977
Republican/Nebraska

JIMMY CARTER
1977 to 1981
Democrat/Georgia

RONALD REAGAN
1981 to ----
Republican/Illinois

Lesson 17: Prominent Presidents

Lesson Objectives:

1. Children will identify prominent Presidents of the United States.
2. Children will be able to associate certain accomplishments with past Presidents of the United States.

Materials:

Worksheet "Whose Mug is on the Money?"

Procedure:

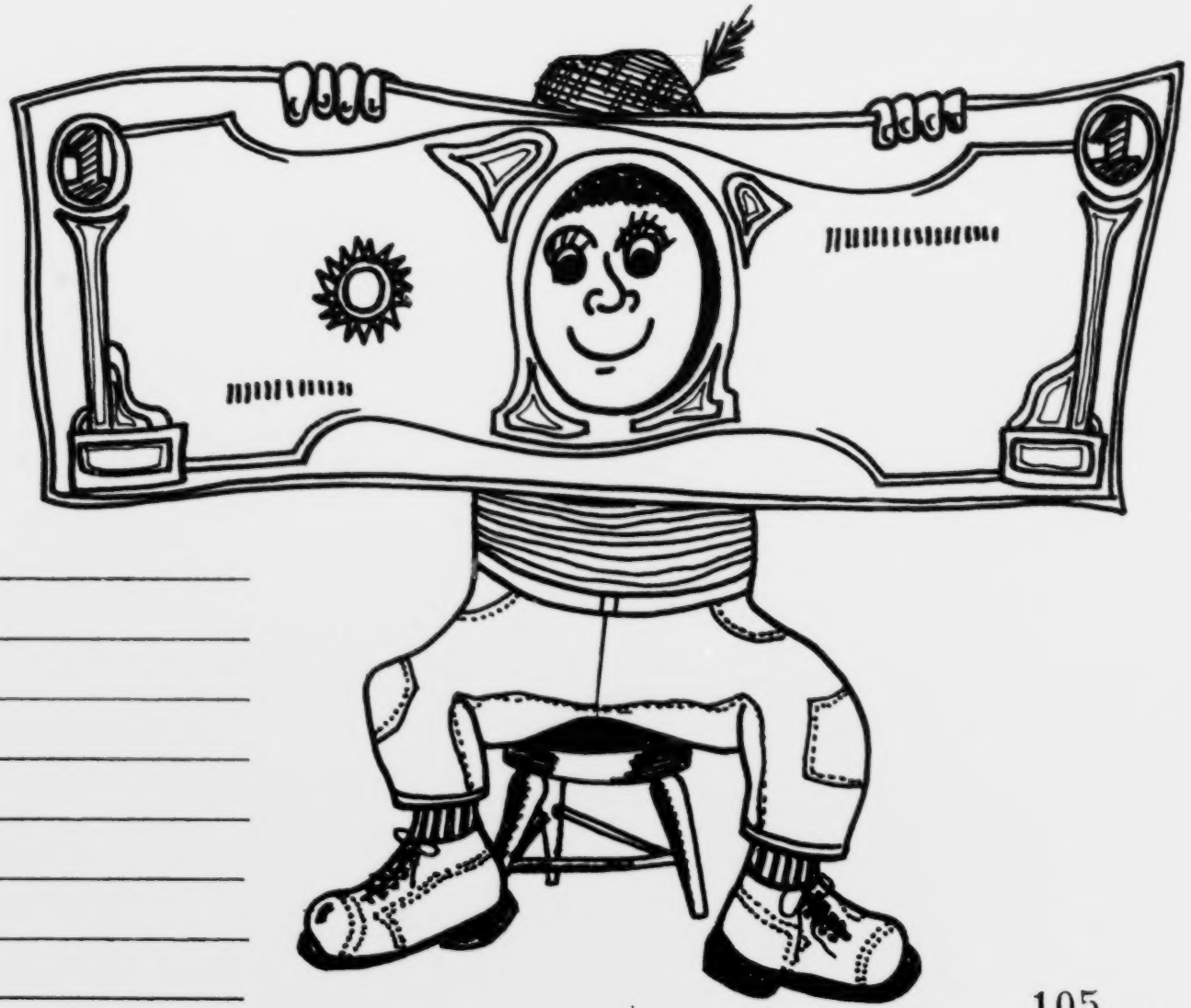
1. Open the class period by having the children name as many past Presidents as they can without the aid of reference material.
2. When they have named all that they can, ask why certain Presidents are widely known while others are not. This should lead to the conclusion that Presidents who have particular accomplishments are better remembered.
3. List major accomplishments of each of the Presidents listed on the board. Relate the accomplishments to their prominence as Presidents.
4. Discuss how we honor former presidents; i.e., building national monuments in their memory, naming buildings, airports, cities, counties, states and schools after them, celebrating their birthdays, putting their portraits on stamps and coins.
5. Follow up by passing out the worksheet, "Whose Mug is on the Money?"

Key:

$1	George Washington	Penny	Abraham Lincoln
$5	Abraham Lincoln	Nickel	Thomas Jefferson
$10	Alexander Hamilton	Quarter	George Washington
$20	Andrew Jackson		
$50	Ulysses S. Grant		
$100	Benjamin Franklin		

Name _____

WHOSE MUG IS ON THE MONEY?



Whose face is on the

$ 1.00 bill? _____

$ 5.00 bill? _____

$ 10.00 bill? _____

$ 20.00 bill? _____

$ 50.00 bill? _____

$100.00 bill? _____

Penny? _____

Nickel? _____

Quarter? _____

esson 18: Flags

esson Objectives:

1. The children will become acquainted with the symbolism related to the flag, as well as rule for the care of the flag.
2. The children will gain an appreciation for the national heritage symbolized by the flag.

terials:

1. Reference books related to flags
2. Chart paper
3. Crossword puzzle worksheet
4. Flag cutout worksheet
5. Classroom flag

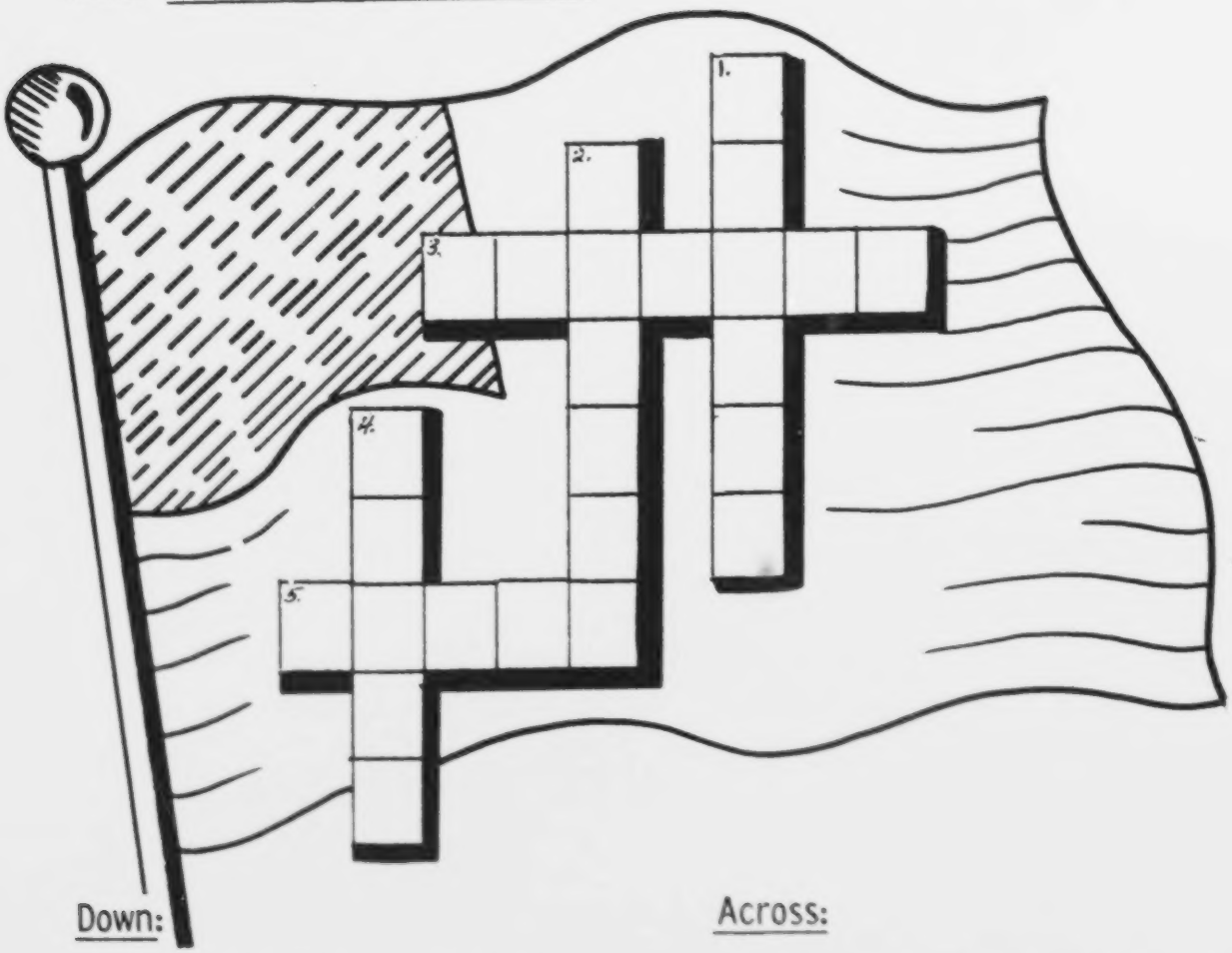
esson Procedure:

1. Display reference materials and encourage children to freely browse through materials.
2. After children have had an opportunity to examine the flag materials, write the following terms on the board:

   red stripes — blue rectangle
   white stripes — white stars

   Have students look at the flag and identify the number in each category.
   Discuss the significance of the 50 stars and the 13 stripes. Using the reference materials note that historically the flag has changed each time a state was added to the nation.
   Also include the symbolism of the colors of the flag: blue-unity, red-courage, white-purity
3. Discuss the rules for care of the flag. Ask children to offer rules for caring for the flag and tabulate them on the chart paper. The list might include:
   A. Keep off the ground.
   B. Bring the flag in when it is raining.
   C. Stand when saluting the flag.
   D. Fold the flag in a special manner when storing it (triangular shape).
   E. Prevent the flag from being torn.
   F. Display such that the stars are in the upper right or left corner.
4. Distribute crossword puzzle and flag cutout sheet.

Name _____



Down:

1. What the white stars on the flag stand for.
2. The white stripes stand for the _____ of our hopes and dreams.
4. The blue on our flag stands for _____.

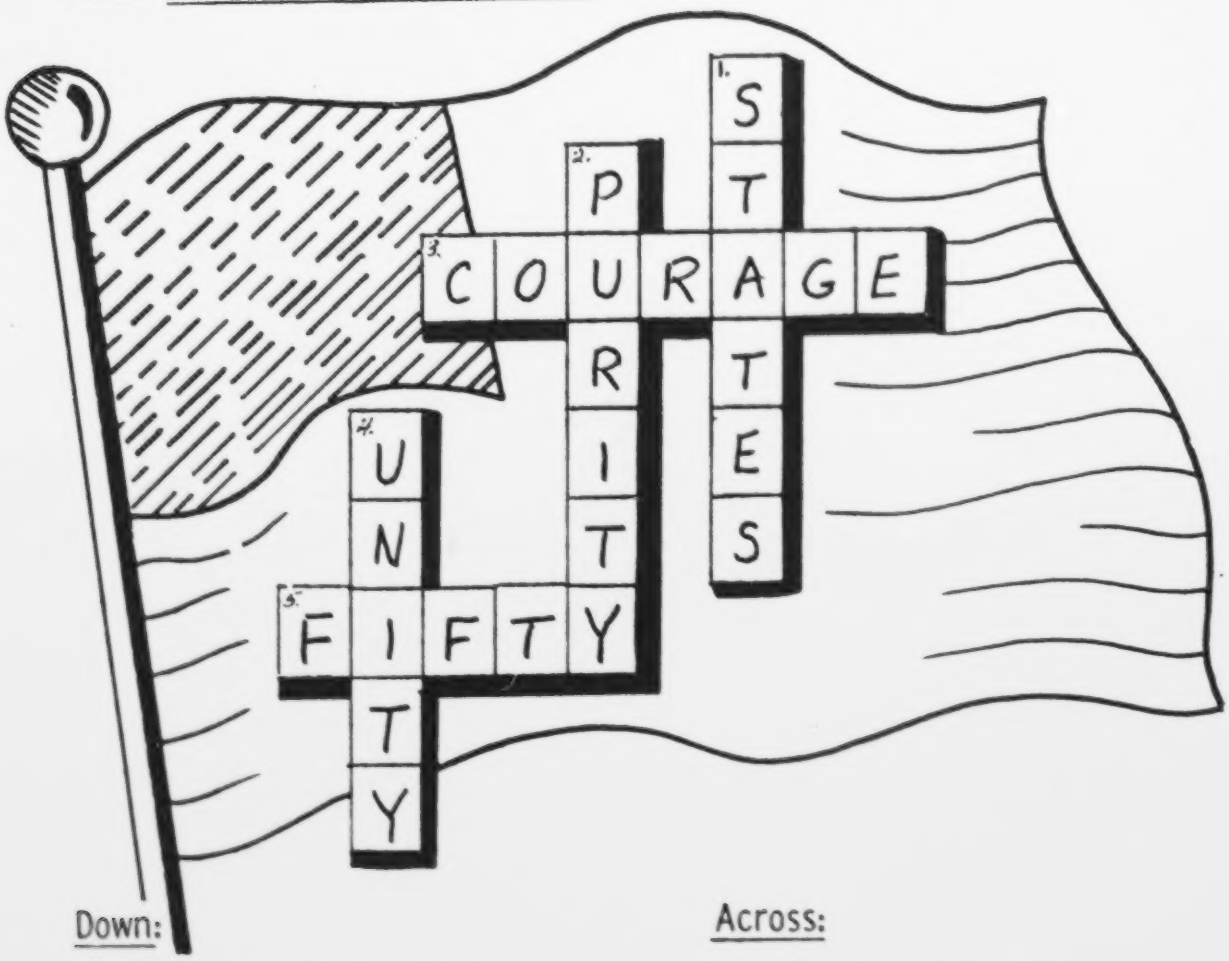
Across:

3. The red stripes are on our flag to stand for the _____ of people in the United States.
5. There are _____ stars on our flag.

WORD BANK

courage	fifty	purity	states	unity

Name _____



Down:

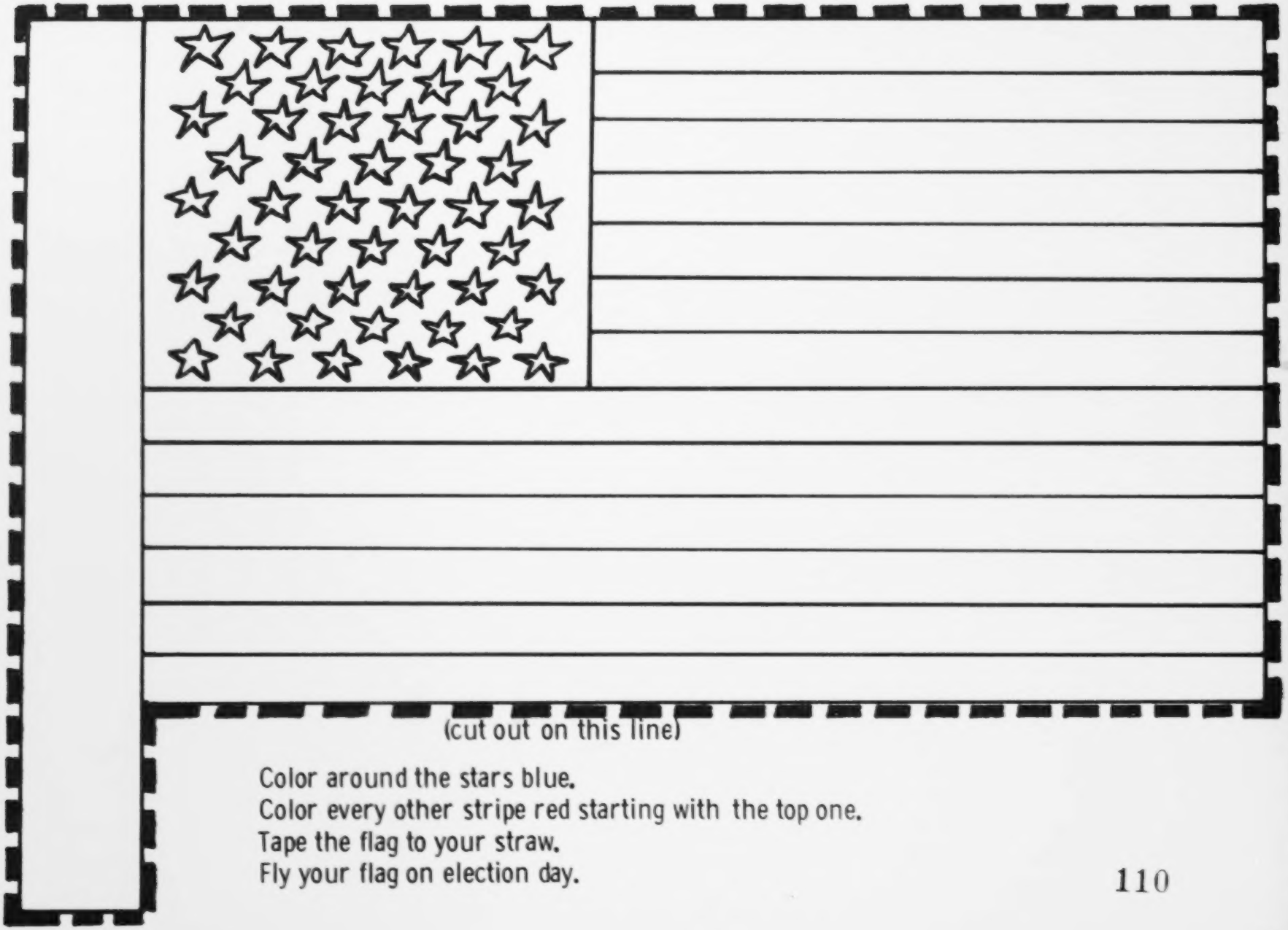
1. What the white stars on the flag stand for.
2. The white stripes stand for the _____ of our hopes and dreams.
4. The blue on our flag stands for _____.

Across:

3. The red stripes are on our flag to stand for the _____ of people in the United States.
5. There are _____ stars on our flag.

WORD BANK

courage	fifty	purity	states	unity



(cut out on this line)

Color around the stars blue.
Color every other stripe red starting with the top one.
Tape the flag to your straw.
Fly your flag on election day.

110

109

CULMINATING ACTIVITIES

The following four lessons
are designed to provide a focused
culmination for the election unit.
It is most desirable
if the pacing of the unit has been planned
so that the children will be voting
the same day as the regular election.

esson 19: Political Rally

esson Objectives:

1. Children will become acquainted with patriotic songs of our country.
2. Children will sense the excitement of rallying around a common cause and supporting political candidates.

aterials:

1. Poster paper
2. Campaign materials from key candidates
3. Markers, glue, scissors

esson Procedure:

1. Have each child make a poster supporting one candidate that is running for office. Posters may include printed campaign materials.
2. During the last part of the period, gather the children together to share their posters and to sing patriotic songs

Lesson 20: Voting

Lesson Objectives:

1. Children will vote for the candidates of their choice.
2. Children will appreciate the democratic process under which our society is governed.

Materials:

1. Registration book (previously created: see Lesson 13)
2. Voting booth
3. Ballots

Lesson Procedure:

1. At least two children should be assigned to supervise the registration table.
2. Children should proceed to the registration table to ensure that they are registered.
3. Each child will then proceed to vote for the candidates of his/her choice. (If at all possible, a simulated voting booth should be created to allow privacy for filling out the ballot and to simulate as closely as possible the real voting situation.)

Lesson 21: What We Learned

Lesson Objectives:

1. Children will review concepts learned throughout the course of the unit.
2. Children will complete the question sheets initiated during Lesson 1.

Materials:

1. Large chart paper
2. Marker

Lesson Procedure:

1. Review and complete any items on the question sheets which need to be finished.
2. Gather the children together in a circle and have them reflectively consider what they have learned during the course of the unit.
3. As children share pieces of information or concepts learned, write them on the chart paper under the caption, "Things We Learned About Elections."
4. Culminate the lesson by posting the charts around the room.
   Listed below are samples of the kinds of responses which might be expected:

   A President is elected every four years.
   The President takes office January 20.
   There are three major parties: Democrat, Republican, and Independent.
   Citizens cannot vote until they're 18 years old.
   You have to be 35 years old to run for President.
   Candidates campaign for a long time.
   The way we select a new President is by voting.
   You have to be a citizen to vote.
   We learned about the jobs of the President.
   One of the jobs is the Commander-in-Chief. He's in charge of the military.
   He is Party Chief--takes care of his Party.
   Another job of the President is Chief Legislator. He makes sure laws are enforced.
   The President is Chief Diplomat; that is, he makes speeches and keeps diplomacy.
   The President is also Chief Executive.
   The Democrats' mascot is the donkey. The Republican's mascot is the elephant.

esson 22: Quiz

esson Objective:

1. The teacher will be able to assess the knowledge gained by each child during the course of the unit.

aterials:

Quiz sheets for each child (see attached sheets)

esson Procedure:

1. Distribute quiz sheets to children.
2. After children have had sufficient time to complete the quiz and quizzes have been collected, discuss the questions to further clarify any misunderstandings or misconceptions.

ELECTION QUIZ Name _____

1. Washington, D.C. is our

   ____ National capital

   ____ State capital

2. Number the following words in the correct order.

   ____ Election

   ____ Campaign

   ____ Inauguration

   ____ Convention

3. Match each of the following branches of government with the job each does.

The Executive Branch	Explains and interprets laws
The Legislative Branch	Carries out laws
The Judicial Branch	Makes laws

4. To let people know what they looked like, which campaign strategies might candidates use?

   ____ appear on T.V.

   ____ speak on a radio talk show

   ____ go from house to house

   ____ mail letters to voters

5. The 50 white stars on the United States flag represent

   ____ the 13 original colonies

   ____ the 50 states

   ____ the 50 territories

ELECTION QUIZ - 2

6. The President is inaugurated on January 20. This means the President is

____ elected

____ invited

____ installed into office

7. The age a person must be to vote is

____ 18

____ 32

____ 21

8. The Democratic Party mascot is the

____ donkey

____ elephant

____ monkey

9. The Republican Party mascot is the

____ donkey

____ elephant

____ monkey

10. One of the President's jobs is

____ Chief Judge

____ Senator

____ Chief of State

ELECTION QUIZ Name _____

1. Washington, D.C. is our

   _X_ National capital

   ____ State capital

2. Number the following words in the correct order.

   _3_ Election

   _2_ Campaign

   _4_ Inauguration

   _1_ Convention

3. Match each of the following branches of government with the job each does.

The Executive Branch	Explains and interprets laws
The Legislative Branch	Carries out laws
The Judicial Branch	Makes laws

4. To let people know what they looked like, which campaign strategies might candidates use?

   _X_ appear on T.V.

   ____ speak on a radio talk show

   _X_ go from house to house

   ____ mail letters to voters

5. The 50 white stars on the United States flag represent

   ____ the 13 original colonies

   _X_ the 50 states

   ____ the 50 territories

ELECTION QUIZ - 2

6. The President is inaugurated on January 20. This means the President is

____ elected

____ invited

__X__ installed into office

7. The age a person must be to vote is

__X__ 18

____ 32

____ 21

8. The Democratic Party mascot is the

__X__ donkey

____ elephant

____ monkey

9. The Republican Party mascot is the

____ donkey

__X__ elephant

____ monkey

10. One of the President's jobs is

____ Chief Judge

____ Senator

__X__ Chief of State

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